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ABSTRACT

This is a first-year report of an attempt to create a tutorial community in an elementary school. The goal is a learning community of students, parents, teachers, administrators, and researchers who are expected to work together in planning and conducting instruction. The students will hopefully develop a capacity for self-directed study and positive attitudes towards learning and the school, as evidenced by higher levels of academic achievement and concern for other students. The Tutorial Community Project is proceeding in three main areas: (1) tutoring and related learning activities; (2) encounters or intensive group discussion; and, (3) community-school involvement activities. Activities in these three areas are being intoduced to the entire spectrum of elementary grades (K through 6). After the first years, the results are fairly encouraging; however, many changes were made to meet problems as they arose. Experiments with the children serving as tutors made the most rapid progress, although the development of a sense of community among teachers, students, and parents was not as successful. (Author/JW)

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TUTORIAL COMMUNITY PROJECT
REPORT OF THE FIRST YEAR (MAY, 1968 - JUNE, 1969)

BY

GERALD NEWMARK AND RALPH J. MELARAGNO

UD 010 654

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TUTORIAL COMMUNITY PROJECT: REPORT OF THE FIRST YEAR (MAY, 1968 - JUNE, 1969)

I. INTRODUCTION

A. THE PROBLEM IN SCHOOLS TODAY

Too many students leave the elementary school without sufficient mastery of the basic skills of listening, speaking, reading and writing. Too few have developed enthusiasm for learning or for school, and only a few possess any real capability for self-directed learning. Many are already on the road to becoming early dropouts. This is especially true of minority or "disadvantaged" children; the average minority child today only completes the eighth grade. High achievers frequently become bored and are underachievers in relation to their potential. This situation is unlikely to change until educational programs become truly responsive to individual differences in learners and until the entire classroom atmosphere changes in significant ways.

"Education that treats people as individuals" has become a cliché without ever becoming a reality. In the average first-grade class there is usually a range of three years in achievement by the end of the school year. This range is extended through the years so that by the sixth grade one can typically find at least a six-year range of achievement. One teacher with a class of 30 or more students finds it almost impossible to attend to such wide ranges of individual differences in aptitude, ability, interest, motivation, achievement level, and personality.

Typically a teacher has the responsibility for the learning of 30 or more students. The teacher establishes daily learning objectives, chooses activities, obtains and prepares materials, does the teaching, and keeps records. The student has little opportunity for taking initiative in learning, for making real choices, for self-learning, for questioning, or for facilitating the learning of others (although he frequently can and does hinder it).

Since tasks are generally imposed by the teacher as the authority figure, the student takes little responsibility for his own learning. Many tasks imposed by the teacher have little meaning for the student or do not coincide with his own perceived or unperceived needs and wants; often he becomes disinterested, frustrated, and rebellious.

The student has little feeling that this is "my school," "my class," "my education," and "my educational community," "where I come for important reasons, where I am an important and respected person, where I can get help in accomplishing important tasks, and where my behavior can affect others in important ways."

Improvement in materials, equipment, facilities, and teaching procedures will have little effect as long as students feel no responsibility for learning, do not care about the school, the teachers, each other, and (worst of all) themselves. What is needed is a radical change in the total atmosphere; the school must become a learning community with its various members joined in a common effort to improve the learning of all.

B. A POSSIBLE SOLUTION

A promising resource for helping to individualize instruction and for changing the learning climate in the classroom that has received attention recently is the student himself -- the use of elementary school pupils to assist each other in learning.

Melaragno and Newmark (1967), in working with first-grade Mexican-American children in the area of reading, had fifth- and sixth-graders tutor first-graders, and first-graders tutor each other, with considerable success. They found that with training, elementary school pupils were able to assist other pupils in achieving specific, behaviorally-defined objectives and that a positive relationship developed between the learner and tutor. The learner not only profited from the instruction, but enjoyed receiving help from schoolmates. Tutors took their roles seriously, had a sense of importance and seemed to derive pleasure out of the success of the learner.

Others have also experimented with using student tutors. For example, Lippitt and Lohman (1965) reported successful experiences with sixth-graders tutoring first- to fourth-graders.

Featherstone (1967) reported on experimental primary schools in England that emphasize self-learning and children learning from each other. In these schools, children have options concerning the day's routine, and work independently and with each other much of the time.

There seems to be little doubt that tutoring (along with other active roles for students) has great potential. But the impact is likely to remain limited as long as it is used in its present form -- piecemeal, an appendage to the regular instructional program, a procedure used mainly for remedial work.

C. THE TUTORIAL COMMUNITY PROJECT -- TCP

1. Overview of TCP

TCP is an attempt to take full advantage of the educational potential promised by the use of student tutors and related innovations. It is an attempt to change an entire elementary school of 1800 students into a functioning "tutorial community", a prototype model of a new kind of school from which others may learn and gain experience that will help them introduce changes to their own schools.

TCP emphasizes the word "community" in that students, parents, teachers, administrators, and researchers are expected to work together in planning and conducting instruction. The ultimate goal is a learning community in which all these individuals share the responsibility, pride, concern and satisfaction of a cooperative effort to improve the learning of all. Graduates of a tutorial community school will be recognized by their capability for self-directed study, by their positive attitudes towards learning and the school, by their higher levels of academic achievement, and by their concern for the growth and development of other students.

TCP development is proceeding in three main areas: 1) Tutoring and related learning activities; 2) Encounters, or intensive group discussion at the feeling as well as thinking level; 3) Community-School involvement activities. These three areas are highly interrelated and form the principal features of TCP.

The initial plan was to develop these three areas gradually over a seven-year period starting with kindergarten and adding one grade at a time, year by year. But as a result of the first year's experience, described in this report, this plan has been revised. TCP activities are now being introduced to the entire spectrum of grades--K through 6. This change has not altered, however, the three basic lines of development, but only the manner in which they are implemented.

2. Tutoring and Related Learning Activities

In TCP students at every grade level will interact with other students, as learners and as tutors. The traditional barriers and distinctions between teacher and learner are broken down (since every individual in the community is both teacher and learner). This arrangement explicitly recognizes the extent to which students learn by themselves and from each other, and provides for continued development in both cognitive and affective learning.

Several types of tutoring may take place: Students may tutor those in the same grade or in other grades. Students may tutor themselves, that is, they may work independently using carefully planned materials to learn specific objectives. Tutoring may be done by teachers, teachers' aides, parents, or others.

Tutoring may be structured, where directions are given to the learner and the tutor's job is to tell the learner whether he is responding correctly, and to show the learner how to make the correct responses. Or tutoring may be informal, where two students are given the objectives to be mastered along with a variety of materials, and they use the materials as they see fit. Tasks may be short term or long term. Tutors may be used with one student at a time or with small groups of learners.

Regardless of which type of tutoring is used, TCP will give attention to four aspects of tutoring whose importance have been demonstrated in previous explorations: 1) Diagnosing each learner's individual needs; 2) Providing a rich variety of instructional materials for meeting learning needs; 3) Training tutors in their roles; and 4) Evaluating effectiveness in terms of cognitive and affective growth, in both learners and their tutors.

TCP also provides the chance for students to participate in planning and selecting objectives. This does not mean that students make final decisions on what it is they are to learn. But it does mean that, within certain limits, students can help formulate, analyze, and evaluate objectives; that they can get a better understanding of why an objective is important, and ways by which it might be achieved; that they are encouraged to give their reactions to assignments to help guide teachers to modify objectives and procedures. And within the total objectives for a semester or a year, students can to some degree decide for themselves when they study what.

Other student activities in a tutorial community school include: participating in formulating, selecting, and evaluating instructional materials and procedures; learning to grade papers; keeping records of progress; and, training other students to do these things and to be tutors.

3. Encounters (Open Group Discussions)

The history of innovation in education has been one of resistance to change. Yet, at this time in history it is of utmost importance to have educational institutions which are open to change, flexible, and adaptive, if the complex problems and challenges posed by a rapidly changing world are to be met. Where modifications of traditional classroom practices require significant changes in the roles and functions of school personnel, the resistance to change is likely to be greater. This is of particular significance in developing the tutorial community, since school personnel will be functioning in ways that are quite different from what they have been used to.

Closely related to the development of a flexible, open educational community is the idea that learning involves both feelings and intellect. Much lip service is given to the importance of emotional growth and to the idea that a student's feelings about himself and others and about his educational experiences have an important effect on his ability to acquire knowledge and intellectual skills. It seems to be generally assumed that teachers will somehow come to know students' feelings and attitudes and take them into account in conducting instructional activities. In practice, however, the emphasis in the school is on development of cognitive skills. With 30 or more students in a class the teacher finds little time to learn about or deal with the emotional needs of each student. Also, the teacher generally feels better equipped and more comfortable in dealing with academic content.

Although much is said about the need for improving communication between students and teacher, amongst teachers, and between teacher and administrator, the school remains a hierarchial structure with teachers viewed by the students as an authority figure and with administrators viewed in the same way by teachers. This structure, and climate of defensiveness which it fosters, inhibits the development of genuine, positive relationships of individuals with common goals, working together cooperatively and comfortably.

The student-teacher relationship will not improve, innovations will continue to be resisted and the affective domain neglected unless students and teachers are provided with explicit opportunities to express and to understand their feelings about themselves, their relationships with others and about changes occurring in the school. This is done through what Carl Rogers (Carl Rogers, Freedom to Learn, Merrill Co., 1969) calls "Encounter Groups" or "the intensive group experience".

As Rogers describes the process, interactions among group members take place in an atmosphere which encourages each member to relate directly and openly to other members of the group. Individuals come to know themselves and each other more fully than is possible in the usual social or working relationships. The climate of openness, risk-taking, and honesty generates trust, which enables the person to recognize and change self-defeating attitudes. The purpose of these group experiences is not to solve individual emotional problems; rather, the emphasis is on identifying and clarifying one's own feelings, attitudes and concerns, on comparing and contrasting them with those of others, on evaluating the quality of one's interpersonal relationships and subsequently on relating more effectively to others.

Some of the expected outcomes from these group experiences, for the principal participants in the school community, are described by Rogers as follows:

"The Student

will feel more free to express both positive and negative feelings toward other students, toward the teacher, toward content material;

will tend to work through these feelings toward a realistic relationship, instead of burying them until they are explosive;

will have more energy to devote to learning, because he will have less fear of continual evaluation and punishment;

will discover he has a responsibility for his own learning, as he becomes more of a participant in the group learning process;

will feel free to take off on exciting avenues of learning, with more assurance that his teacher will understand;

will find that both his awe of authority and his rebellion against authority diminish, as he discovers teachers and administrators to be fallible human beings, relating in imperfect ways to students;

will find that the learning process enables him to grapple directly and personally with the problem of the meaning of his life."

"The Teacher

will be more able to listen to students, especially to the feelings of students;

will be able better to accept the innovative, challenging, 'troublesome', creative ideas which emerge in students, rather than reacting to these as threats by insisting on conformity;

will tend to pay as much attention to his relationship with his students as to the content material of the course;

will be more likely to work out interpersonal frictions and problems with students, rather than dealing with such issues in a disciplinary or punitive manner;

will develop a more equalitarian atmosphere in the classroom, conducive to spontaneity, to creative thinking, to independent and self-directed work;

will be more able to accept feedback from colleagues, both positive and negative, and to use it as constructive insight into himself and his behavior;

will communicate more clearly with superiors, peers, and subordinates, because his communications will be more oriented toward an openly declared purpose, and less toward covert self-protection."

"The Administrator

will be less protective of his own constructs and beliefs, and hence can listen more accurately to other administrators and to faculty members;

will find it easier and less threatening to accept innovative ideas;

will be more person-oriented and democratic in staff or faculty meetings, and will draw more widely and deeply on the resource potential of his faculty and staff;

will be more able to accept feedback from his staff, both positive and negative, and to use it as constructive insight into himself and his behavior;

will communicate more clearly with superiors, peers, and subordinates, because his communications will be more oriented toward an openly declared purpose, and less toward covert self-protection."

Extrapolating from the expected outcomes of encounter group experiences for students, teacher, and administrators, as described by Rogers, the following outcomes for parents would be anticipated:

The Parent

will feel more comfortable and free to visit the school and to inquire about his child's progress;

will be more able to accept negative feedback about his child from teacher or administrator, without getting overly defensive or overly punitive towards the child and be able to use it to work towards helping the child;

will be more free to offer criticism or praise to teachers, administrators, and other parents as a means of improving school conditions;

will communicate more clearly with children, other parents, teachers, and administrators because communication will be more oriented toward an openly declared purpose and less toward covert self-protection;

will be more able to listen to his child, especially to the feelings of the child;

will be more likely to work out interpersonal frictions and problems with his child, rather than dealing with such issues in a disciplinary or punitive manner.

4. Community Involvement

All persons connected with the school are considered part of the research and development effort. One of the criteria for selection of the target school was, of course, faculty and community interest in the tutorial concept. The project could not be imposed on a school where strong objections exist. But beyond this, teachers, administrators, and community persons are expected to generate ideas and to help in developing the tutorial community -- to work with the research staff in formulating objectives, selecting materials, planning and evaluating procedures.

The project maintains offices and conference rooms near the school for all to use. A basic part of the effort is to be constantly seeking new ways to make and to keep contact with the community. In short, active participation of school and community persons is not only encouraged, but is to be systematically developed in four areas:

1. Information flow. School personnel must be kept aware of community problems, development, needs, significant events, and of the out-of-school life of individual children; community persons must be informed about the school program as it develops, and about the growth and development of individual children; both school and community persons need to be informed about stimulating new educational ideas, concepts, and innovations.

2. Interpersonal relations. Teachers and parents need to get to know each other better as people rather than as stereotypes, need to feel more comfortable with each other, and need to communicate more easily and directly with one another.

3. Planning and Decision-Making. This includes ways in which community members can participate in evaluating the school program, in suggesting changes, in reacting to proposed changes, and in preparing specific plans.

4. Service. Community members (especially, parents) can help in classrooms as teacher aides and tutors; can help in other areas of the school with materials development, supervision of the playyard or auditorium, typing, etc.; and can tutor their own children at home. Teachers can volunteer services to agencies working on community improvement and can assist particular parents or families with individual needs.

5. Research and Development Approach

a. Empirical evaluation-revision strategy. The research and development approach being used is an empirical one, involving successive evaluations and revisions of procedures until they are known to accomplish specified objectives. This strategy is being applied to the development of procedures in the three main areas of TCP: individualization of instruction through tutoring, encounter group experiences, and community involvement. The strategy is made up of these stages: (1) carefully specifying objectives; (2) preparing means for assessing objectives; (3) proposing tentative procedures for achieving objectives; (4) trying out the tentative procedures and gathering empirical evidence on effectiveness; (5) revising procedures as a result of this evaluation; and (6) repeating the trial-and-revision process until objectives are achieved.

b. TCP evaluation procedures. As implied by the empirical evaluation-revision strategy, the emphasis is on using evaluation as a tool to develop a system that achieves its own objectives. The performance of that system then can be communicated in unequivocal and unambiguous terms to students, school personnel, and laymen. The on-going evaluation of the Project takes three forms:

i. Data Collection. Each year the outcomes of the tutorial community are assessed by determining the extent to which objectives have been achieved. Data, in the form of standardized tests, specially-constructed tests, school records, and observable behavioral indices, are collected and reported whenever possible.

ii. Anecdotal Observations. Some aspects of the tutorial community cannot be measured readily, and are evaluated through anecdotal reports. This is done when unanticipated changes take place (such as the undertaking of objectives not planned for earlier), or when testing procedures are not yet available.

iii. Evaluation Team. In this evaluation, a team of outside experts observe the tutorial community yearly, and report on it. Their evaluation includes reactions to procedures used by the research and development staff, the operations of the tutorial community, and the atmosphere prevalent. The team is composed of persons with the following backgrounds: an expert on curriculum and innovation; an elementary school administrator; an elementary school teacher; a mental health expert; a parent; and, a high school or college student. This team observes tutorial community operations, examines documentation and data, and interviews students, teachers, administrators, parents, and TCP staff members.

c. The TCP staff. The research and development staff is composed of five full-time members, two part-time community aides, and a secretary. The TCP staff has the major responsibility for conducting the research activities leading to the development of the tutorial community. However, its involvement with the tutorial community is only temporary. Its function is to assist in development, then to work itself out of the system. The final tutorial community is to be self-operating within the resources of the school district and the imbedding community.

6. Curriculum

In keeping with the concept of gradual development, the Project focused at the start on only part of the curriculum. In the kindergarten year, the point of departure was language development--communications skills related to oral and written English, reading and reading readiness. However, as operational procedures for the tutorial community are developed and established, they will be applied to larger and larger portions of the curriculum without delay; the plan is to include eventually all aspects of the curriculum.

The Tutorial Community Project is not limited to any particular type of content or objectives, nor is it a curriculum project for teaching some new and different type of subject matter. Rather, it represents a new approach for planning and carrying out instruction that can be applied to any content. This is not to say that curriculum and curriculum change are not considered important. The Project has built-in procedures that make it easier to (1) introduce curriculum change, and (2) give any approach a chance to prove itself.

a. Specifying objectives in behavioral terms makes it easier for school personnel to relate curriculum to goals and to communicate about goals and curriculum.

b. The evaluation-revision strategy, with its emphasis on continuous measurement of performance, forces attention on the need for curriculum modification and provides an empirical basis for doing so.

c. The use of consultants familiar with the latest curriculum developments, who provide recommendations and assistance, acts as a stimulus to change.

d. The continuous dialogue provided by the encounter group experiences reduces defensiveness, creates a climate of openness that facilitates change and experimentation, and focuses attention on irrelevant, unimaginative and uninteresting instructional approaches.

II. GETTING STARTED (SUMMER, 1968)

A. FINDING A SCHOOL

The first step in the project was to select the school. Project Co-Directors, Melaragno and Newmark, met with Robert Lamson, Superintendent of the Valley-North Elementary Area, to consider possibilities. Superintendent Lamson suggested Pacoima Elementary School. Pacoima, a small community in the Northeast San Fernando Valley area, is a "pocket ghetto," a community made up mostly of Blacks and Mexican-Americans surrounded by more affluent white suburbs. Pacoima Elementary School had the reputation within the school system of having a capable teaching and administrative staff, a staff that recognized that despite its efforts, student achievement remained quite low.

The Pacoima principal, William Lyle, agreed to participate in the project. The next step was to ask the faculty for their decision. A meeting with the faculty was held early in June, 1968, at which Newmark and Melaragno described the Tutorial Community Project. They emphasized that TCP would be a joint effort among the research staff, the school, and the community. During the lively question and answer session, they made it clear that strong faculty support was a prerequisite.

The following week a written summary of the project was distributed to each teacher, and the faculty met in small groups to question the co-directors in greater detail. Following the meetings, each teacher who was returning to the school the following year voted on whether or not Pacoima Elementary School should participate in the project by completing an unsigned, three-choice questionnaire (Yes, No, Undecided). The faculty voted unanimously to adopt the Project.

B. COMMUNITY CONTACTS

The staff next turned to the question of community support. The Pacoima principal supplied the names of a number of community leaders. Conversations with some leaders and residents made it clear the community would not welcome the Project with open arms. The same questions and doubts were voiced repeatedly: "Are you here to exploit us?" "Are you going to hire local community people?" "How are you going to involve the community in the Project?" "Whom do you have on your staff who can relate to these people?"

One of the leaders provided a list of some 50 Black and Brown organizations in the Pacoima area. Early in July invitations were sent to about one hundred persons to attend a meeting at which the Project would be fully described. Meetings were scheduled for two different nights in the hope that individuals could attend one or the other.

Two people came to the first meeting. This was a big disappointment, but not surprising. Community involvement and participation in a project does not develop overnight, considering the history of apathy in school-community relations. The following day community leaders were telephoned and personally invited to attend the second meeting. About 15 community people attended, and participated in a vigorous discussion with persons from the TCP staff and the school.

Over the rest of the summer the TCP staff talked with community people individually and at meetings. By the end of the summer, the staff had found the following picture of community attitudes. In general, reactions to the idea of creating a tutorial community in Pacoima Elementary School were favorable. The tutorial community concepts were highly praised and members of the community offered support. But at the same time, there were strong reservations. These arose from two basic suspicions. The first was that the TCP staff was just another team of "experts" coming into a minority community to conduct yet another experiment on the people -- "experts" who were being paid fabulous salaries, and who would leave the people of the community at the end of the study no better off than they were before. The second suspicion was that no matter how sincere the TCP staff was, its members had no understanding of the needs and goals of Black and Brown community in general and of Black and Brown Pacoima in particular. Because of these feelings, many people in the community believed that the TCP staff could at best be nothing more than bumbling--doing things for and to the community rather than with the community; and at worst it could be destructive by lowering the already low achievement rate of the students. The suspicions had their roots in past disappointments. Other "experts" had come into the community with good ideas, yet Pacoima remained "disadvantaged".

These suspicions were piled on top of a situation of school-community relations that was already difficult. The principal of Pacoima Elementary School was active in community affairs, and was generally accessible to parents and other community persons. However, no strong school-wide effort had been made to get teachers more involved with the community. A strong air of polite indifference, discomfort, fear and mistrust persisted. Most teachers lived outside the community, arrived at school in the morning and left after school. They knew the children only from the classroom and had little feeling for their home and community life. Few teachers made home visits. Phone calls or parent conferences usually took place only when the teacher was reporting student misbehavior. Very few parents visited the school to observe or help in the classroom. They didn't know what was going on in the school; they had little opportunity to make suggestions or react to planned changes. And where parents helped the children with schoolwork, there was little coordination between school and home. PTA meetings were poorly attended, and were usually one-way presentations. Parents felt like outsiders in the school, and teachers felt like outsiders in the community.

To help reduce these suspicions, two community aides were hired, one Black and one Brown, who lived in and knew the community well. The aides would act as liaison between the Project and the community, and help to involve parents and other community people in Project activities. But it seemed clear that the only valid assurance which the people of Pacoima would accept and believe would be a significant rise in the achievement of the majority of students at Pacoima Elementary.

For this reason, the most important contact the TCP staff would have in the community would be with parents of the children directly involved in the Project--at first the parents of the kindergarteners and, later, other parents. Because kindergarteners do not register until the opening of school, it was not possible to contact any significant number of parents before school started. So meetings were held the first week of school to acquaint parents with the Project and were followed by in-the-home contacts by the two part-time community aides. To make the project staff more available to school personnel, parents, and the community in general, an office, which included a Conference Room, was set up directly across the street from the school.

All the contacts with community members led the TCP staff to conclude that the Pacoima community was receptive to the Project, believed that the Project had potential for real improvement of the school, and would wait to see whether these improvements would take place.

C. ENCOUNTER GROUPS

During the summer, encounter-group experiences were made available to teachers and school administrators on a voluntary basis. Three different experiences were provided--two encounter groups, one of which was interracial, and one workshop for training teachers to conduct encounter groups with children. Kindergarten teachers and TCP staff members participated in all three activities; other teachers and administrators participated in one or more.

1. Weekend Encounters

The first encounter was under the regular program of the Western Behavioral Sciences Institute (WBSI) in La Jolla, directed by Carl Rogers and his staff. (The encounter program and staff are now operating as a separate nonprofit organization called Center for the Studies of the Person.) It was a three-day, twenty-hour weekend of basic encounter. The goal was to improve self-awareness, understanding, leadership and interpersonal communication. Each group had 10 to 12 members. About 500 persons (approximately 50 groups) attended this weekend. This was the first encounter experience for the 24 teachers from Pacoima who attended. An attempt was made to avoid having any Pacoima teachers in the same group.

Most teachers found the weekend extremely stimulating and profitable. A few of the women teachers even persuaded their husbands to attend later weekend sessions. Typical of the written reports received from the teachers are these excerpts.:

> "It had tremendous value for me in just learning about myself and seeing myself and the way I do things, in other people. I completely let myself go and therefore became completely involved in the situation.
>
> "I speak up more now than I did before. I am also more aware of people's feelings -- and of their attempts to sometimes mask their feelings."
>
> "The encounter group weekend helped me to be more honest in my reactions to others. It also magnified how complex people are underneath."
>
> "A most rewarding experience. I left knowing more about myself than I could have imagined. The growth that occured over one short weekend was amazing."

A collection of verbatim teacher reactions appear in Appendix A.

2. Interracial Encounter

This was a three-day, twenty-hour, interracial encounter-group weekend sponsored by Encounters Unlimited. This is a volunteer organization, located in the San Fernando Valley, that sponsors racially mixed encounter groups as a means of furthering interracial understanding. Black and Brown leaders of Pacoima were among the founders of this organization. This particular session was a special one to train encounter group leaders. Four Pacoima kindergarten teachers and three TCP staff members participated with approximately 50 community persons.

The interracial nature of the sessions exposed the teachers--two White and two Black--to currents in the Black and Brown communities that they had not known existed; each teacher was, in her own way, shocked and shaken by this experience. In a meeting with the TCP staff after the weekend, the teachers stated that the experience had been very painful, but also very worthwhile. Each volunteered to participate in on-going interracial encounter groups conducted throughout the year in Pacoima. The following are excerpts from their reactions later submitted in writing. (See Appendix A for others):

> I wasn't ready for it! The weekend woke me up, and shook me up. I became very aware of real problems that exist at Pacoima Elementary that I didn't know about. The total experience was a very painful one for me. However, I now believe that all the feeling and thinking I was forced to do will lead to personal growth.

There were several important by-products of this weekend. The teachers and TCP staff members got to know each other much better, and a more personal working relationship developed rapidly. Also, the project staff, in a short time, learned a great deal about community problems and attitudes and was able to establish meaningful relations with Pacoima people who are very active in community affairs.

3. Workshop on Children's Encounters

After the first unstructured encounter groups at La Jolla, teachers expressed excitement at the idea of involving students in similar sessions. The general ideas was, "We teachers don't listen to the kids enough. We don't pay enough attention to how they feel." The purpose of this workshop weekend was to expose the teachers to one approach to achieving objectives in the affective domain in a systematic manner.

Ten teachers, two supervisors from the Valley-North Elementary Area, a counselor from Pacoima Elementary School, and three of the TCP staff attended this three-day, 20-hour training institute sponsored by the Human Development training Insititute of San Diego, California. This is a program that aims, through structured daily sessions of 20 minutes each, to heighten the child's self-confidence, to make him more aware of his own feelings and those of others, and to express his feelings more easily. The training institute was designed to acquaint teachers and other educators with the program. After it was over, some teachers asked to have a similar training institute held in Pacoima for the teachers who were unable to attend. This was done during the first semester of school. (Teacher reactions to the summer workshop are included in Appendix A .)

D. DEFINING OBJECTIVES FOR THE KINDERGARTEN YEAR

An important step in the Project plan was defining a subset of objectives for the kindergarten year. These were to serve as the point of departure for initial tutoring efforts. Early in August a workgroup of kindergarten and first-grade teachers and the Project staff undertook this task. The teachers prepared a short list of objectives for the kindergarten year. These were very general in nature and closely resembled the statements in the Los Angeles City Schools Course of Study. An abstract from the course of study was then used as the starting point for selecting and refining objectives in Language Arts, Arithmetic, and Social Development. Initially, the teachers checked the objectives they felt were important and added others not included in the abstract. Objectives not felt to be important were eliminated. The remaining objectives were rated as being of high, medium, or low priority.

Subsequent meetings were held to specify the "high"-priority objectives in behavioral terms. Preparing behavioral definitions presented numerous problems for teachers who were not used to thinking about objectives in such terms.

Some teachers felt something was lost in defining objectives precisely, that the objectives became too fragmented and insignificant. It soon became evident, however, that general objectives were inadequate for empirically improving instruction because they communicate different things to different people and were not readily measurable. Whenever an objective was stated in general terms, two questions were posed: "How would you recognize when the student has achieved it?" "Can you give an example of a test question that would demonstrate mastery of the objective?"

The distinction between "experiences" (which are means) and "objectives" (which are ends to be achieved) had to be made repeatedly. A distinction also had to be made between exposure and mastery: objectives were offered which on closer inspection were not terminal; these were really things the teachers wanted students exposed to in order to facilitate future learning. A typical teacher comment was: "We teach that concept whenever we can throughout the semester but we don't really expect most students to learn it." Since no systematic attempt was made for most students to achieve mastery, they were not considered terminal objectives for the kindergarten year.

Another concept which had to be emphasized was the arbitrary nature of initial specifications of objectives. No information was available that could make possible confident predictions as to what a given kindergarten child or class of children could realistically be expected to achieve under a given set of learning conditions in a year's time. The goal of the workgroup was to take a best guess, based on the combined experience and wisdom of the participants, as to what was important and realistic for kindergarten children to learn; next, to state these learnings in precise, behavioral terms, as a point of departure for empirically improving instruction using new and flexible learning approaches. There was considerable disagreement between kindergarten and first grade teachers on goals for the kindergarten year.

The workgroup identified more than 60 objectives, and developed preliminary behavioral definitions. At a subsequent meeting the vice-principal of Pacoima Elementary and two Valley-North Area elementary supervisors contributed helpful revisions. A small number of objectives were selected by the kindergarten teachers as the focus for initial tutoring efforts. See Appendix E for definitions of these objectives.

III. THE FIRST SCHOOL YEAR (SEPTEMBER 1968 - JUNE 1969)

The summer, 1968, period was spent in: hiring and orienting staff members for the Project, locating office space near the school, getting to know community leaders and informing them about the Project, orienting teachers (especially at the kindergarten level) to TCP concepts, defining a subset of objectives for the kindergarten year, involving teachers and TCP staff in encounter group experiences, preparing evaluation forms, and in locating instructional materials.

During the first school year, procedures and plans were developed and tried out in the three areas of tutoring, encounter groups and community involvement. This section of the report will treat each one of these areas separately.

A. TUTORING

The research and development activities with tutoring were carried out in two phases. The first semester, from September, 1968, through January, 1969, was used to experiment with a variety of tutoring procedures. The second semester, from February to June, 1969, involved trials of a tutoring plan that was developed in the first phase.

1. Experimental Phase

The first semester was considered a pre-system phase during which teachers and the TCP staff explored tutor selection, tutor training, tutoring procedures, physical arrangements, materials, evaluation, and recordkeeping. In addition, communication and coordination among upper-grade teachers, kindergarten teachers, tutors, learners, and TCP staff members had to be worked out, and roles had to be defined.

Initial procedures were simplified so classroom experiments could start with the least disruption of the on-going school program and demonstrate early payoff to teachers. For example, sixth-grade tutors were used because they were the most advanced children in the school. They would probably require the least training and could handle a variety of tutoring assignments, including the training of other tutors.

Sixth-grade teachers were asked to select tutors from student "leaders" whom other students looked up to; these leaders were not necessarily the highest achievers, but it was expected they would later influence other students to look on tutoring favorably. To simplify scheduling and communication, all tutors for one kindergarten class were drawn from one sixth-grade class. Four work groups were established, each consisting of a kindergarten teacher and a TCP staff member; each group was responsible for developing procedures that would lead learners to achieve a particular objective or set of objectives in the classroom. Weekly meetings were held to share ideas among the work groups.

Twenty-eight sixth-grade tutors underwent various types of training and tried out different tutoring approaches in the four kindergarten classes. Some tutors supervised small groups of children engaged in independent activities --painting, handwriting, listening to stories, working with blocks, and completing academic worksheets. Other tutors worked with individual children to help them master math concepts, listen to stories and answer content questions, retell rhymes, write their own names, or recognize letters of the alphabet. The first tutoring trials were conducted with only two to four tutors in each kindergarten classroom. During this period, TCP staff members did most of the work of tutor-training, developing materials, observing and following up tutoring sessions, and making arrangements with sixth-grade teachers.

The primary goal during this experimental period was to develop a general tutoring plan that would be implemented in all kindergarten classrooms, and subject it to trial-and-revision. Many experiences from the pre-system experimentation were incorporated into that tutoring plan.

The tutors generally were eager to tutor, positive about the experience, and contributed good ideas for improvements to tutoring materials and procedures. However, these benefits tended to be lost to the kindergarten teachers, since contact between tutors and teachers was limited by the continued presence of TCP staff members in classrooms: On occasion, tutors did not know whether to go to the teacher or the TCP staff member when they had problems. While poor communication sometimes resulted in a teacher's not being notified when a tutor couldn't show up, other tutors spontaneously arranged for their own substitutes.

Some tutors were stiff, shy, and impatient in the tutoring situation. At the suggestion of a kindergarten teacher, tutors spent the first few days getting the "feel" of the classroom before they began tutoring. The tutors would get to know the kindergarteners and the teacher by socializing, observing, and helping out as needed. Most teachers did not want additional tutors brought into a classroom until comfortable relations had been established among tutors, learners, and the teacher. The tutor's expectations of kindergarteners' capabilities frequently were unrealistic; for example, some tutors did not recognize the need to end a session when a learner became restless.

The kindergarten teachers wanted to be more involved and have more control over all aspects of tutoring, but they also felt a serious concern about finding the necessary time. Sixth-grade teachers desired to observe their students in action, and to know more about the total tutoring involvement. Daily meetings were held between the TCP staff member and tutors, and between the TCP staff member and teacher. These meetings produced some modifications to procedures, additional training for some tutors, and the identification of needed materials. The weekly after school meetings of teachers and the TCP staff provided further revision of existing procedures, and the development of new ones. A system plan emerged for uniform trial and revision in all kindergarten classes. This plan appears in Appendix D.

2. System Trial Phase

At the beginning of the second semester, the system plan was introduced in the morning kindergarten classes. The plan was not used in the afternoon kindergarten classes; instead, experienced sixth-grade tutors worked informally with the teachers as needed.

A major aspect of the plan was to provide for greater teacher-school participation in planning and conducting the operational program. One feature of the plan called for each kindergarten classroom to receive eight tutors from one fifth-grade classroom. Tutors were introduced into the classroom in groups of four, the second set of four coming in after the first group was working well. The use of eight tutors per classroom was designed to leave the teacher free for discussion with and further training of one set of four tutors, while the other set of four was working with students. Fifth-graders were chosen this time, so a pool of experienced tutors would be available at the beginning of the next year.

The tutors were trained for two roles: first, supervising independent activities, which brought them into contact with all kindergarten students in a class; and second, tutoring for specific objectives, where each tutor was responsible for two or three learners and worked with them on a one-to-one basis over a long period of time. The latter arrangement fostered a closer personal relationship between tutor and learner.

Tutors received orientation and training in a two-week period from a tutor coordinator (TCP staff member or teacher). The training dealt with the nature of kindergarten students, learning problems, human relations, and tutoring procedures. The main training techniques used were discussion, role-playing, and supervised practice tutoring. Upper-grade teachers were expected to hold conferences with tutors in their own classrooms; tutors were encouraged to share their experiences with their classmates and to use these experiences in their own school work such as writing compositions or keeping a diary.

Class exchanges were made between upper-grade and kindergarten teachers. The kindergarten teacher described the kindergarten program and students to the upper-graders, and discussed the role of the tutor; the upper-grade teacher observed his students tutoring and became more familiar with kindergarten children and activities.

3. Performance of Tutors

For the most part, upper-grade students responded enthusiastically, seriously, and intelligently to training and tutoring. They were effective in helping younger students to learn; they contributed excellent suggestions to improve tutoring; they showed great pride in their involvement. Their teachers reported that tutors benefited from the experience as shown in their attitudes and schoolwork.

Some of the first tutors selected were social-adjustment students--students who had been behavior problems in their own classes--but kindergarten teachers were not aware of this and were amazed when they found out. These students performed so well and maturely as tutors, and related so well to the kindergarten children, that it was hard to imagine them as problem children. Some tutors, with very little training, showed almost immediately a natural talent and ability for teaching; others needed considerable training and experience to become effective.

The kindergarten children generally enjoyed receiving help from other children and seemed to relate to them quite easily and naturally.

Tutors' problems included: the tendency to do work for the learner rather than assisting him to do it himself; unrealistic expectations of learner abilities; a tendency to be impatient and overly strict; difficulty in working with restless learners or with problem children; and loss of interest on the part of tutors if they had the same assignment too long.

Parents of tutors were very favorable to the program. They indicated their children enjoyed the experience and profited from it. In some cases, parents reported that children began tutoring younger brothers and sisters and neighborhood children at home.

There were spontaneous and gratifying developments in breaking down grade barriers and stimulating community spirit in the school. For example, a sixth-grade tutor, on his own, brought several of his kindergarten children to the sixth grade to meet his classmates. A group of tutors, when asked to return to their class by a substitute teacher who did not know what to do with them, responded, "We can't do that. These children need us." A kindergarten teacher arranged for a weekly joint activity with an entire fifth-grade class; the following is a summary of an interview with the upper-grade teacher describing the activity:

> Teacher role-played with sixth-grade students prior to visit to library with kindergarteners. She also tried to explain something about kindergarteners--the newness of visiting library, shortness of attention span, etc. She was amazed and pleased with the performance of her own students--the way they behaved, their attitude, the pride they took in helping the younger children. Her students liked the visit and would like to do other things for and with the kindergarteners. Students have been feeling left out of the tutoring project and this had made them feel more with it. She and the kindergarten teacher will try to plan a joint activity once a week. Fifth-graders would like to have the kindergarteners up to their room. Kindergarten teacher suggested that the kindergarteners could come up to get help in writing their names. The tutors are keeping diaries on their own.

In one classroom, each fifth-grade tutor brought a different classmate daily to observe and assist him as he tutored kindergarten children. Thus, every child in the fifth-grade class saw what went on in the kindergarten class, and had a little taste of tutoring. This idea came from the tutors.

The student grapevine was very effective in spreading the word about tutoring. Children in different grades volunteered their services to former teachers at lower grades and began to tutor. Some tutors volunteered to tutor extra time before school and during recess. First-grade teachers and English-as-a-Second-Language (ESL) teachers asked to have tutors. One or two fifth-graders were assigned to each first grade class; these teachers experimented informally with minimum contact with the TCP staff. Four bilingual tutors assigned to ESL classes worked out well.

4. Role and Attitude of Teachers

During the transition period from one system to another in the process of being developed, disruption was to be expected. Many demands were placed on the kindergarten teachers. The tutors, initially, were more a burden and worry to the kindergarten teacher than a help; planning for the use of tutors, supervising their activities, and assisting in developing new procedures while still maintaining their regular program placed a great burden on teachers' time and energy. The change in the role of the teacher from having sole responsibility for a class to being "manager" of a team of assistant teachers required considerable adjustment in the thinking of the teachers. The presence of TCP staff members and a stream of assorted visitors in the classroom also contributed to the pressure.

Communication and coordination between "sending" and "receiving" teachers was a persistent problem, and there was too much reliance on the TCP staff members as intermediaries. On many occasions receiving teachers told the staff about their problems with the tutors, but seldom consulted and worked with the sending teacher; sending teachers told of their problems with time schedules, with missed work, etc., but rarely spoke to the receiving teacher.

Despite these problems, the kindergarten teachers became increasingly positive in their attitude toward the program and showed creativity and initiative in developing new procedures. Initially, they were favorable but were weighed down by problems of implementation. As procedures crystalized, and as tutors gained more experience, teachers gained more confidence and could see the payoff. At first they were concerned about how much responsibility they could give the tutors, but they later found they could leave the classrooms for short periods and activities would continue smoothly. They came to depend increasingly on the tutors, and stated they would be unhappy without them. They have also said they found it stimulating and challenging to be working with the older children and younger children at the same time. And they have been conveying these positive attitudes to the other teachers in the school.

5. Results

a. Data on learners. During the summer vacation period in 1968, kindergarten teachers, first-grade teachers, and TCP staff members defined a number of instructional objectives for the kindergarten year. From the total set of objectives, 18 were agreed upon by the four kindergarten teachers as goals toward which they regularly worked, and these 18 objectives formed the basis of subsequent tutoring activities in the classrooms. Complete definitions of each objective are contained in Appendix E.

Los Angeles City Schools system was still on a mid-year promotion plan in 1968, and there were many students in kindergarten classes who had been admitted in February, 1968. These mid-year students were grouped together, and did not receive tutoring assistance during the fall semester. In January, 1969, then, they had experienced a full year of kindergarten without having direct contact with TCP activities. At that time, a random sample (N = 50) were tested for their mastery of the 18 instructional objectives. In June, 1969, kindergarteners who had enrolled the previous September and who had experienced a full year of kindergarten involving tutoring were also randomly sampled (N = 30) and tested on the 18 objectives.

Tables 1, 2, and 3 contain the results of the two testing situations. Numbers reported in these tables are in terms of the percent of correct responses for all students in a particular group. For example, in Table 1, non-tutored students were correct in 82% of their responses when asked to point to specified geometric shapes.

Table 1. Mathematics Objectives

	Non-tutored Kindergarteners	Tutored Kindergarteners
Point to geometric shapes	82.0%	90.0%
Say names of geometric shapes	69.0	80.0
Point to numerals	86.7	86.0
Say names of numerals	81.2	74.5
Count ten objects	80.0	89.1

Table 2. Language Arts Objectives

	Non-tutored Kindergarteners	Tutored Kindergarteners
Point to lower-case letters	38.3%	39.7%
Say names of lower-case letters	32.5	32.0
Point to capital letters	40.0	49.1
Say names of capital letters	38.8	37.2
Content questions on rhymes	21.6	78.6
Retell rhymes	16.2	53.5
Content questions on folk stories	37.6	56.7
Retell folk stories	24.4	34.0
Content questions on novel story	74.0	95.7

Table 3. Miscellaneous Objectives

	Non-tutored Kindergarteners	Tutored Kindergarteners
Recognize own first name	92.0%	94.0%
Write own first name	66.0	79.2
Point to basic colors	91.3	87.3
Say names of basic colors	89.1	86.6

School marks for non-tutored and for tutored kindergarteners were also collected, and are presented in Tables 4 and 5.

Table 4. School Marks, Cognitive*

	Non-tutored Kindergarteners	Tutored Kindergarteners
Speaks plainly	2.3	2.2
Expresses ideas	2.3	2.3
Gains in vocabulary	2.3	2.3
Uses numbers	2.4	2.2

*Average school marks, on 4-point scale where 1 = needs to improve and 4 = outstanding.

Table 5. School Marks, Affective*

	Non-tutored Kindergarteners	Tutored Kindergarteners
Puts forth effort	2.4	2.3
Listens well	2.3	2.1
Follows directions	2.3	2.2
Works independently	2.2	2.2
Uses materials well	2.2	2.3
Uses time well	2.2	2.2
Meets new situations with confidence	2.2	2.2
Works and plays well together	2.4	2.3
Accepts responsibility	2.3	2.3
Respects authority	2.5	2.4

*Average school marks, on 4-point scale where 1 = needs to improve and 4 = outstanding.

While interpretations of these results are difficult, three things appear evident: (1) in most cases, there is little difference between the two groups; (2) there are a few instances in which the non-tutored students performed better than tutored students; and (3) there are some instances where tutored students are considerably superior to non-tutored students.

Overall, the results support the belief that a developmental study such as this one should not expect dramatic improvements in learning in the first year. While a new instructional procedure is incomplete, there is little reason for students to learn much more than had been the case previously. However, evaluation such as this is necessary both to demonstrate the gradual improvement in learning as the system develops, and to guard against serious retrogressions in learning if the developing system is faulty.

For most objectives where only minor differences are observable (e.g., numerals, letters of the alphabet, recognizing own name, colors), there were few systematic efforts at teaching them through tutoring. While tutors did work with kindergarten learners on tasks related to these objectives, the tasks were not greatly different from those used in kindergarten classes in the past.

For some objectives, there are striking differences between the two groups. These are objectives on which tutored students were clearly superior to non-tutored students (e.g., geometric shapes, rhymes, folk stories, novel story, writing own name). In each case, tutors worked with learners in activities markedly different from the usual kindergarten tasks. Specially-developed sequences for tutors were used with geometric shapes, rhymes, and stories; tutors were trained to use these sequences and accompanying materials. The exception to this lies with writing one's own name, where tutors used standard materials like small chalkboards and chalk; here, it is likely that the obtained difference is due to the greater amount of individual assistance kindergarten learners received from tutors.

One set of results deserves special treatment, those from the rhymes, folk stories, and novel story objectives. These five objectives resulted in the greatest differences, and the common element is the learner's use of oral language. It appears likely that the tutored kindergarteners had many more opportunities to practice speaking skills (by answering questions relating to the content of stories and rhymes, and by retelling stories and rhymes) than is the typical case in group instruction, and this resulted in improved verbalization abilities.

b. Data on tutors. A second collection of data deals with the effect of tutoring on students who were tutors. During TCP's first year, no attempt was made to measure this systematically. Instead, available data for 22 fifth-grade tutors (10 girls and 12 boys) were collected, along with the same data for all fifth-graders from the 1967-68 school year. Results are presented in Tables 6, 7, 8, and 9.

Table 6. School Marks, Cognitive*

	Girls		Boys	
	67-68	68-69	67-68	68-69
Reading	4.1	4.2	3.3	3.4
Spoken language	4.0	4.5	3.2	3.8
Written language	4.1	4.1	3.0	3.1
Mathematics	3.4	3.5	3.1	3.1
Geography	3.9	3.9	2.8	3.1
History	3.9	4.0	2.8	3.2
Civics	3.7	4.0	2.8	3.0

*5-point scale, where 1 = F and 5 = A. Numbers are averages for all fifth-graders in 67-68, all fifth-grade tutors in 68-69.

Table 7. School Marks, Affective*

	Girls		Boys	
	67-68	68-69	67-68	68-69
Tries his best	4.5	4.6	3.3	3.6
Work habits	4.5	4.5	3.2	3.3
Citizenship	4.7	4.7	3.6	3.4

*5-point scale, where 1 = F and 5 = A. Numbers are averages for all fifth-graders in 67-68, all fifth-grade tutors in 68-69.

Table 8. Average Attendance (in days)

	Girls		Boys	
	67-68	68-69	67-68	68-69
Present	83.6	86.4	76.3	82.7
Absent	3.9	4.7	7.4	8.0
Tardy	.7	.7	2.0	4.0

Table 9. Average Standardized Reading Test (in stanines)

Girls		Boys	
67-68	68-69	67-68	68-69
3.3	3.1	2.7	2.4

Inspection of these data show there are no differences between fifth-graders who served as tutors and their predecessors who did not. While these results do not indicate any benefit to a student who tutors, they also do not show any decrement in performance when students tutor.

c. Teacher reactions.* Each of the four kindergarten teachers prepared a report of her experiences with and reactions to the first year's program. A surprising degree of agreement among the four teachers comes out of these reports. They reported that the kindergarten students received more individual attention and learned more in reading, writing, and mathematics than had been true previously. They also felt that they had received much needed help from the tutors (as one teacher noted, "I truly found myself at a loss when the tutors did not come").

The teachers commented on the friendships that had been established between younger and older children; the younger ones felt they had another source of help. Both age groups gained the feeling that they were part of a "total" school rather than of a classroom. The kindergarten teachers felt that the tutors reinforced some of their own skills, learned how to write more accurately and spell better in order to tutor well, and improved their self-images through their successes with younger students.

*See Appendix B for complete teacher reports.

In describing how their classrooms, at the end of the school year, differed from the past, the kindergarten teachers highlighted the following: more activities were going on at one time; more individual learning took place, with less group work; students had more choices among tasks and materials; the teachers were more aware of individual differences among the students, and had more time to work with individual students; there were fewer discipline problems, less bickering and fighting, and an increased willingness on the parts of the students to talk out their problems. Probably the idea that was expressed most forcefully was that the atmosphere in the classroom was much more relaxed and comfortable; this was true despite the fact that there were more people in the room, with a higher noise level.

Reading teachers at the school also commented on the differences they noticed after the first year of the Project. In particular, they pointed out that in September, 1969, first-grade reading instruction was unusual in that first-grade teachers were not using charts for reading readiness, but had gone immediately to pre-primers. Previously, the first three or four months of first-grade reading involved chart work, with students starting books around January; this year, first grade teachers found the students ready for books at the beginning of the school year.

Finally, some upper-grade teachers indicated their reactions to students serving as tutors. One fifth-grade teacher wrote, "There are 12 tutors from our room, and every one looks forward to continuing this program next year....This is not only helping the kindergarten children, it also gives a feeling of worthiness and accomplishment to some of my fifth graders, who need to achieve success."

d. Evaluation Team comments.* There was considerable agreement among the five Evaluation Team members when they reported their evaluations of the Project. The following summarizes their points of agreement.

Tutors. Tutors, with very few exceptions, liked to tutor because they liked to help someone else. Most tutors believed they were helping kindergarten students to learn. These tutors expressed desires to continue as tutors in the future.

When discussing their experiences, many tutors indicated that they found their tasks repititious and boring, and wanted to be freer to try out other tutoring tasks. Their most frequently expressed problem was the misbehaving kindergarten student, who made their tutoring more difficult. Since they were aware of problems, the tutors indicated frustrations in not having any way of overcoming such problems; they wanted more training in tutoring, and wanted someone with whom to discuss their problems.

Kindergarten Teachers. One of the strongest reactions given by the kindergarten teachers was that they had become convinced that tutors can be helpful. The teachers were convinced that the tutors had helped the kindergarten students to learn.

*See Appendix C for complete reports of each evaluation team member.

However, these learning gains were bought at a price; the teachers indicated that tutors made their loads greater, since they must plan for the effective use of the tutors. The teachers expressed two strong needs for a successful tutoring program: time in which to plan for the classroom activities; and, time in which to meet with tutors and other teachers to evaluate and develop the tutoring system.

Sending Teachers. Most teachers who sent tutors to the kindergarten believed that their students had profited from the experience. They reported that some tutors had improved in their attitudes toward school, in their behavior, and in their self-discipline. They also indicated that some tutors were able to carry over their experiences to their own classrooms, and helped their peers with school work.

A few sending teachers expressed misgivings, the principal one that tutors were not able to make up work they had missed while tutoring. These teachers shared the kindergarten teachers' belief that planning time was needed, for they felt uninformed and desired more direct experience with the tutoring activities.

Tutors' Parents. Generally, tutors' parents did not know a great deal about their children's involvement. Most parents believed that tutoring was good for their children, but they were concerned about their children missing their own class work. Many parents expressed a desire to observe the tutoring in order to learn more about it.

Kindergarteners' Parents. Very few parents of the kindergarten students knew about the Project; few were aware of the tutoring going on. They indicated that they would like to learn more about the Project, but did not know how to.

Evaluation Team Suggestions. Members of the Evaluation Team expressed strong feelings that the tutoring had been beneficial for the kindergarten students, for the tutors, and for the kindergarten teachers. While they felt that the tutoring was good, they stressed three problems: the need for more training and support for the tutors; the need for a different school organization that would allow time for planning and development of the tutorial system; and, the need for a greatly increased involvement of parents so they would know more about the Project and would be able to support it more.

B. ENCOUNTER GROUPS

Four types of encounter groups were held, during the first year: weekly task-oriented groups for the TCP and school staffs, children's encounters, weekend encounters for teachers and parents, and weekly encounters for teachers.

1. Task-Oriented Encounters

A weekly two-hour, after-school, task-oriented encounter involving the TCP staff, the four kindergarten teachers, the principal, the faculty chairman (also serving part-time as tutor-coordinator), and a professional facilitator was started in September when school opened. Individuals were encouraged to discuss their feelings openly and honestly in relation to Project developments. This was different from the typical unstructured encounter in which the participants discuss any subject at all.

Several conditions not present in most unstructured encounters made the progress of the group slow. The fact that participants worked together daily created some fear of getting involved in controversies that might disrupt existing relationships. The complexity of the group, the divergent interests and frames of reference of sub-groups (e.g., researchers-school, school-community, administrators, racial differences, age differences) added to the difficulties of communicating as individuals. The presence of the school principal also inhibited the teachers, and his inability to attend every week (because of other commitments) made it difficult to work through this problem. The professional facilitator attended only every other week, and this loss of continuity reduced his potential contribution.

Reserve and caution on the part of kindergarten teachers may also have been fostered by their feeling of being the only ones on the "firing line". Openness, frankness, and change are not accomplished without some difficulty and pain, and since other teachers were not experiencing this, they were not able to empathize with kindergarten teachers. The kindergarten teachers felt part of an isolated experiment and not part of a major revolution that was soon to affect everyone in the school.

At times when a teacher was very direct and critical in her comments, she felt out on a limb. Other teachers did not express feelings openly in the group that were expressed privately, creating temporary feelings of disappointment and alienation toward colleagues. TCP staff members also experienced similar difficulties and feelings towards each other.

The notion of combining research and development planning with encounter was difficult to manage in the time available. Some sessions were spent mainly on planning and very little encountering took place. Attempts to remedy the situation by devoting part of the meeting to planning and part to encountering were not successful. Consequently, much of the planning was done by the TCP staff, and teachers reacted to plans in brief meetings before and after school or during lunch time.

It was generally agreed that more time was needed for planning and for encountering and that the two functions should be separated. Accordingly, each kindergarten teacher was given one-half day a week release-time from the classroom for planning purposes.* Some of this time was spent alone, and some of it with tutors, upper-grade teachers, and TCP staff members; the weekly group session was then conducted strictly as an encounter. This is not to say that feelings did not come up at the planning meetings or that business items were not discussed at the encounters, but the emphasis and focus of each type of meeting was more clear-cut, and time was provided so that the special purpose of each kind of session had a greater chance of being realized.

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*This occurred late in the second semester.

The TCP staff also held its own weekly, two-hour, task-oriented encounter that included the five full-time staff members, two half-time community aides, one secretary, and a visiting educator from the Philadelphia City Schools. No facilitator was employed. One all-day staff encounter was held with a professional facilitator. The weekly meetings suffered from the same difficulties described above. The all-day encounter was very meaningful.

In spite of these difficulties, considerable progress was made toward frank and direct discussions. Most participants became less defensive and more willing and able to express and accept negative and positive feelings from others. At the end of the year all the kindergarten teachers, the faculty chairman, and the principal felt the encounters should continue and wanted to take part. The principal volunteered to participate as a trainee in a three-week summer program to train facilitators for encounter groups. Outsiders who have sat in on various planning meetings and impromptu discussions have been impressed with the frankness and directness of the interaction among Project members. There has been better interpersonal communication between individuals in their day-to-day contacts, including persons who were relatively quiet in the weekly group encounters. Weekly meetings of the Project's co-directors with the principal and faculty chairman have become extremely open and frank.

2. Children's Encounters

Encounters involving kindergarten children were delayed until the second semester to avoid overburdening the teachers by initiating too many changes at the same time. This delay also gave the staff time to visit other schools having programs of encounter groups with children. One all-day workshop was given by Dr. Harold Bessell at Pacoima Elementary School in which he conducted the Human Development Program with kindergarten children; he later demonstrated the use of the techniques with a group of fifth- and sixth-grade tutors while teachers at all grade levels observed.

Starting in February, kindergarten teachers began holding regular sessions with 10 to 15 children in a group. Again, as with the initial tutoring efforts, the emphasis was on exploring different arrangements for conducting such groups. In one class, the teacher and the faculty chairman conducted separate groups simultaneously in different parts of the room for 15 to 20 minutes; the encounters were unstructured and were held three times a week. In a second class, the structured lessons of the Human Development Program were followed, also three times a week. In a third class, the teacher and two of the sixth-grade tutors met with half the class at a time; one of the tutors and the teacher acted as co-facilitators, while the other half of the class continued with other activities supervised by other tutors; after 15 to 20 minutes, the two groups exchanged activities. In a fourth class, the teacher facilitated an unstructured session one day a week while the second group was supervised in other activities by a teacher's aide; after 15 to 20 minutes, the two groups exchanged.

The kindergarten teachers were generally satisfied with the progress of the children's encounters, and the children seem to enjoy them. Some sessions were extremely successful, with children verbalizing feelings, problems, and conflicts, and with members of the group interacting creatively to try to help.

Some children who had been very shy and withdrawn in class activities started to open up and become involved with other children, and teachers began to pay more attention to children's affective development throughout the day.

There were, of course, problems. Child-child interactions were slow to develop, and much interaction remained teacher-child. Teachers were unsure of themselves and moved slowly and cautiously. In one case, where the entire group turned on one child with very negative feelings, the teacher became concerned and changed the subject. The teachers were sometimes impatient and had unrealistic expectations for each session. In their desire to make every session as meaningful as possible, they sometimes intervened too much. Distractions caused by children in the room working on other activities were also a source of difficulty. Children with special behavioral problems sometimes were a disrupting influence, but this frequently became the subject of the group discussion.

Often a TCP staff member participated in a group with the teacher, so many groups had at least two adults. When adult visitors came, they were usually asked to sit in the group and participate. The children seemed to get used to different adults in the group quite readily. The teachers favored having more than one adult in the group, because this took some pressure off the teacher to keep things going. It also gave the children a chance to interact with different adults and to see teachers interact with each other in a different way than is customary at school. Adults were encouraged to be spontaneous and to feel free to agree or disagree with each other. This experience suggested that parents and other community people should be encouraged to join the unstructured children's groups.

3. Weekend Encounters

Weekend encounters sponsored by the Center for the Studies of the Person were made available to teachers and parents throughout the school year, on a volunteer basis. Twenty-five teachers and ten parents participated, and six teachers went to a second workshop. Fifteen spouses of teachers participated at their own expense. The following is a sample of teachers' reactions*:

> Most of the others opened up much more than I, yet, I was opening up to myself and benefited from listening closely to the others. The experience made me more willing to meet new people and get to know them better. It showed me how much a person has to offer if you are willing to make the effort.
>
> A marvelous experience for me. I left for La Jolla resenting the time I had to give up, and when Sunday came and it was time to leave, I hated the thought of its end. I believe the group was tremendously reliable in helping me get in touch with myself again.
>
> This encounter weekend was more painful for me than the two others I attended. Our group seemed to have more unresolved relationship problems than other groups. There was an element of distrust that disturbed me. A few people seemed to come with crucial problems that they were so engrossed with that looking outwards to others at this time was not possible for them. It would be helpful to me if this same group could continue meeting, but I don't know if that is possible.
>
> This second encounter experience confirms the necessity for an immediate re-evaluation in depth of my personal weltanschauung.
>
> I felt very apprehensive and afraid of participating in the encounter. However, I was also very curious and wanted to find out what it was all about. I went in the first evening wanting only to sit back and observe--not become involved with what was happening. But something was said between two people that disturbed me and I had to let everyone know how I felt about it. So I found myself reluctantly becoming involved.
>
> As a result of my experience, I think I will find it easier to talk about my feelings, what I think. I'm more aware of my weaknesses as well as my strengths. Many of the other participants had problems that they could not cope with. Because of this, I don't know if their experience over the weekend was beneficial to them. Listening to them was extremely depressing for me and all I could do was sympathize.

4. Weekly Volunteer Teacher Encounters

Starting in April, a weekly, two-hour, after-school encounter was held involving twenty teachers from all grade levels and three TCP staff members. This was started mainly at the request of teachers who had found the weekend experience at La Jolla very meaningful, wanted more and indicated a desire for improved interpersonal communication at the school.

*See Appendix A for reactions of all teachers to weekend encounter group experiences.

A professional facilitator led the group. The sessions were entirely unstructured--no topics, personal or professional, were off limits. A common theme in early meetings was how little the staff knew one another, and how little sense of community existed.

Some individuals got to know each other better in a few sessions than they had in working together over a period of several years. Other participants were impatient with academic abstract discussions that developed in some sessions and wanted to deal more with the here-and-now in the group. However, long training in covering feelings and avoiding conflicts, disagreement, and directness, made progresses towards greater group involvement with each other slow and irregular for many participants.

5. Results

a. Data on participants.

i. During the summer and fall, 1968, 40 faculty members--more than one half of the staff--attended a weekend encounter group in La Jolla or San Diego. (See Table 10 for attendees' reactions to the experience.)

ii. Ten parents attended a weekend encounter group at La Jolla.

iii. A weekly, after-school encounter group was begun during the school year, and was attended by 20 faculty members and three TCP staff members.

iv. A task-oriented encounter group was held weekly, attended by seven TCP staff members, four kindergarten teachers, the faculty chairman, and (occasionally) the principal.

v. Children's encounter groups were conducted in four kindergarten classes. One met three times a week, two met twice a week, one met once a week.

Table 10. Teacher Reactions to Encounter Group Weekend

	No.	%
Very beneficial	21	51.2
Helpful	19	46.3
Neutral	1	2.5
More harmful than helpful	0	0
Damaging	0	0

b. Teacher reactions. Following their attendance at the weekend encounter groups in La Jolla and San Diego, faculty members were asked to write their reactions to the experience. Verbatim reactions appear in Appendix A.

A number of threads run through these reactions. One frequently expressed was that participants became more aware of themselves and their feelings, and more responsive to the feelings of others. Many felt this would carry over into their normal life, allowing them to more freely discuss subjects, and to be more honest with other people. A second theme was that of surprise at their own ability to express their feelings, along with surprise at the degree of concern given by their group. Finally, there were comments about the participant's reaction of excitement, of finding new energy and zest for life.

Some misgivings about encounter groups were also evident. One has to do with a doubt over the sincerity of all the participants, a suspicion that some participants were not there for legitimate reasons. A second reservation dealt with the value of having encounter groups for teachers who work together; a few teachers were concerned that such groups might cause unpleasant feelings among people in daily contact.

No systematic effort was made to gather reactions to the weekly after-school encounter group. However, some reactions were voiced. Most of the members indicated that they got to know other members better from a few group sessions than they did after working together for several years; these teachers consider each other friends, and seek out one another's company during recesses and lunches. Secondly, many of the teachers have said they are learning to care about the others, and to trust them. Finally, all have indicated that they look forward to the group sessions, and wanted to continue them throughout the summer.

c. Evaluation Team comments. Members of the evaluation included little about encounter groups in their reports. There were few comments related to encounter groups, and little agreement about the groups. The following comments appeared in the reports:

i. Teachers need more training to lead children's encounter groups.

ii. More parents should be included in adult encounter groups, in order to increase effective communication.

iii. Community leaders should be included in adult groups, to strengthen the school-community relations.

iv. Tutors and teachers should meet in groups, to work out their respective roles.

C. COMMUNITY INVOLVEMENT

1. Project Activities

Two residents of Pacoima (one Black and one Brown) serve on the TCP staff as community aides; their primary responsibility was to act as a liaison between the staff and the community at large. They met with persons in the community to describe the Project and encourage participation, and they brought community questions and concerns to the TCP staff.

The major effort during the first year was to find out about parent attitudes concerning the school program and school-community relations, and to inform the parents about the Project through personal interviews. Parents generally indicated no strong hostility towards teachers; however, feelings of fear and discomfort when around school people were expressed. Parents did not feel it was their school and did not feel welcome to visit it unless they were specifically invited. They were interested in the education of their children, but did not attend school functions unless their own children were specifically involved (e.g., graduation, performance, etc.). TCP was not widely known, but it was generally viewed favorably after being explained.

Since the tutoring and children's encounter groups were going on at the kindergarten level this year, much of the emphasis in community involvement was with the parents of kindergarten students. Attempts to establish a kindergarten parents' advisory group were not successful; several parents volunteered, but attendance at weekly meetings was so sporadic that the group could not function meaningfully.

Efforts to involve parents in tutoring their own children at home in reading and storytelling were begun. Approximately 50 parents indicated interest in receiving assistance in doing this. Small group meetings were held with these parents and a plan was made to work with parents and to try to build parent teams who would get other parents involved.

Except for one weekend, interracial encounter group experience, attempts to get teachers directly involved in building closer school-community relations and cooperation were not successful. Participation in the planning and development of tutoring and encounter programs caused a drain on the time and energy of the teachers. It was apparent that teacher participation in promoting community involvement would require restructuring priorities and providing sufficient release time from classroom duties to allow for planning and personal contacts.

Several parents attended weekend encounters and were in groups with Pacoima teachers. The experience was mutually beneficial and enlightening. In one case, a teacher who had pictured the mother of a problem child in her class as a heartless, indifferent, ignorant person found this impression to be totally wrong, while the mother's impression of the teacher was equally wrong. Over the course of the encounter weekend, the two women got to know and like each other and had constructive discussions as to how they both could help the child more.

Other TCP activities during the first year were: an evening Open House held at the Project office across from the school; regular meetings with the PTA Board; letters to parents when a student was selected to tutor, followed by visits from community aides; a luncheon for parents of tutors, held at the home of one of the community aides; an end-of-year party for tutors and parents; and a newsletter to parents describing TCP activities. Briefings were held periodically for local teachers and administrators and other community persons.

Members of the TCP staff were active in the establishment of a 15-person Community Advisory Council. This was the outcome of a proposal, made by the Association of Elementary School Administrators, which was received favorably by community leaders and the Los Angeles Board of Education. The Advisory Council consists of 11 parents (elected by the parents) and five school personnel (the principal, two teachers, and two classified employees) who make recommendations for the improvement of Pacoima Elementary School. This is an important step in bringing about active community participation in planning and decision-making at Pacoima Elementary School.

2. Results

a. Data on community contacts.

i. Sixty parents were contacted personally by TCP's Community Aides; the Project and parental attitudes toward school were discussed.

ii. Eighteen parents of kindergarten students and of tutors attended meetings to discuss the kindergarten program.

iii. Fifty parents of kindergarten students responded to a questionnaire in which they indicated interest in helping children at home.

iv. Ten parents attended a weekend encounter group at La Jolla.

v. Eight parents came to an Open House at the Project offices, where the Project was discussed.

vi. More than twenty-five parents of kindergarten students met with kindergarten teachers and Project staff members to discuss the kindergarten program during the annual school Open House.

vii. A 15-man school-community advisory board (called "Pacoima Elementary School Community Advisory Committee") was elected and began operating.

Except for the election of the Community Advisory Committee, little was accomplished in community involvement during the first year of the Project. Most contacts were to inform parents of the program; parents were not involved in the planning and decision-making for either TCP or the school in general; no parents were involved with teachers and TCP staff members in encounter groups; and, faculty members were not involved with community affairs.

b. Teacher reactions. In their end-of-year evaluations, the kindergarten teachers indicated their concern about the lack of true community involvement. One wrote, "Discussion groups including tutors, community people, children, and teachers give all a chance to begin to learn to listen to each other and to investigate each other's thinking as well as personal insight. TCP has brought to our school a real experiment in reaching into the feelings of the community." But there were few such groups during the first year.

Mainly, however, the teacher's comments stress the need for informing the parents of the school's program. Thus, "Parents were not adequately involved ... We need to inform parents of tutors of what is going on." And, "Get more information out to parents of tutors before tutoring begins ... Get parents of tutors into classroom to see their child tutoring ... Get more information out to parents of children who are being tutored ... Release time for teachers to get out in the community to talk to parents about classroom activities."

c. Evaluation Team comments. Many of the comments in the Evaluation Team reports dealt with the lack of change in school-community relations. Three points were made by Evaluation Team members:

i. There is a strong need for better information flow to the parents. There is a need to develop a communication network among parents, teachers, and TCP staff members.

ii. There should be more community involvement in planning. At present, only the Community Aides on the TCP staff are involved in the planning of the program.

iii. Regular meetings should be held at the school to improve understanding of the school and of the community. These should be informational meetings, dealing with specific subjects.

IV. WHAT WE HAVE LEARNED -- OBSERVATIONS AND FUTURE PLANS

While it would be premature to talk about definite findings at this point, TCP's first year experiences have led to some tentative observations. The following discussion summarizes some of these observations and the rationale behind new directions in which the Project will be moving during the second year.

A. TUTORING

1. Learners

Kindergarten learners responded well to tutoring as a regular event in their classrooms. Generally, they developed healthy relationships with the older tutors, found the different tutorial procedures pleasant ways of learning, and profited from tutorial interactions.

Evaluating the effects of tutoring on learners is a problem of considerable magnitude. During TCP's first year, evaluation was limited to the measurement of the achievement of certain cognitive objectives. Two other types of evaluation are needed: the non-cognitive effects on learners; and, the achievement of objectives--either cognitive or non-cognitive--that are undertaken spontaneously, without advance planning.

2. Tutors

Older students who tutored were able to fit into the kindergarten classrooms and to be effective instructional resources. In a few cases, older students stopped tutoring; some became bored or frustrated, some preferred working at their own tasks in their own classrooms. There were no instances reported of older students who were completely unable to function as tutors in some manner. Successful tutors included some who were identified as behavior problems and many who were behind academically. This was consistent with the findings obtained in an earlier pilot study.*

While a few students were natural tutors and needed little preparation or supervision, most required training for their roles. It seems that an effective tutorial system will include: (a) training of tutors before they undertake tutoring; (b) regular support to tutors while they are tutoring; and (c) opportunities for tutors to have their concerns and suggestions heard, and for tutors to participate in the planning of the system. An important part of the research and development during the second year will be explorations of tutor training procedures, using methods developed during the first year and methods that have been worked out by other projects concerned with inter-grade tutoring at the elementary school level.

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*Melaragno, R., and Newmark, G. "A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms" System Development Corporation, Santa Monica, California, May 1968, TM-3930/000/00

One concern expressed frequently by tutors was for variety in their tutoring tasks. Most tutors did not like having the same type of task for long periods; they seemed to prefer alternating between supervising groups of learners engaged in independent activities, and intensively assisting a learner on a one-to-one basis. But this was not universally true. There were tutors who expressed a strong preference for continuing with one particular tutoring task.

Also, some tutors were more successful when working with only one learner at a time. Others could work with two or more learners simultaneously without apparent loss of effectiveness. With more tutoring experience and as tutor training techniques improve, students should grow in their ability to handle a variety of tutoring assignments. However, it is likely that individualizing tutoring assignments will remain an important consideration. Next year, as the number of students engaging in tutoring increases (in moving towards the goal of having all students involved in tutoring), a wider variety of tutoring tasks and arrangements will be explored and closely tied to investigating how a given student can best fit into a tutorial system.

3. Teachers

For teachers, an instructional program built around students tutoring one another requires many changes. The easiest changes are the physical ones, such as room arrangement, materials, and the daily schedule. The more difficult changes are teacher's attitudes toward teaching, their peers, and their students, for example, changing from the sole and direct dispensor of knowledge to serving as a manager of a team of student tutors.

In TCP's first year, it became clear that teachers can adapt to this novel instructional program. By the end of the year, the kindergarten teachers were enthusiastic supporters of and spokesman for instruction through the use of tutors. And as significant was the strong expressions of interest from other teachers who wished to become more involved with the tutorial program after observing and discussing what had happened in the kindergarten.

From the first year's experiences, four critical aspects of teachers' participation in a tutorial program emerged:

a. Teachers must meet frequently to work out a program. This includes meetings of teachers at the same grade level, to share experiences and profit from one another's activities. But more critically, it includes meetings of sending and receiving teachers to plan a program between the two classes, to evaluate the developing program, and to make necessary modifications.

b. Both sending and receiving teachers need to understand and accept the philosophy of inter-grade tutoring. While receiving teachers are prone to see the tutorial system as valuable, sending teachers tend to have more reservations. For example, a sending teacher may believe that his students are missing their own class work because of tutoring; unless this attitude changes, and unless the sending teacher makes explicit provisions for tutoring as a part of the students' daily routine, the tutorial system will break down--this manifests itself in tutors not showing up for their tutoring assignments because they are required to stay in their own classrooms to complete their own work at a given time.

c. The sending teacher must be more involved in the program. He must observe the tutoring process, react to what he has seen and heard, take on responsibility for training his students as tutors, and build his own program around the activities of his students who tutor. When a sending teacher is so involved, he finds that his students can make progress in their own academic work, and also finds that his students begin to explore beneficial new areas related to their tutoring activities.

d. Teachers need clearly identified research and development goals toward which to work. When goals are specified and agreed to, teachers have a sense of making progress; without them, they can believe little change is taking place. The goals must be short-term, for it is difficult to recognize progress in reaching broad, long-range goals when teachers are deeply concerned with their day-to-day class responsibilities. For example, selecting four students, training them, and having them work with four learners can be seen as progress.

4. Tutoring System

Many types of tutoring arrangements were tried out during the first year and each has a place in a tutorial system. Some tutoring arrangements are valuable for their benefit to the learner, some for their benefit to the tutor, some for their contribution to the development of a sense of community. Further development of these arrangements will be carried out during the second year of the Project. Thus, there will be explorations of one-to-one tutoring for specific objectives, of group tutoring based on the tutor supervising learners engaged in independent activities, of intra-class tutoring in which students work with their peers in a classroom, of whole-class tutoring, wherein, an entire class of upper-grade students tutor an entire class of lower-grade students.

Given the necessity for tutors to be prepared for their new roles, tutor training needs to become a part of the school day. Students and teachers have to recognize that instruction through tutoring is a key aspect of a tutorial community, and have to make the training of tutors a part of the curriculum. Unless this is the case, tutoring will gradually become an appendage to the "regular" routine instead of becoming the regular routine.

Finally, planning time must be part of the normal school day. Since the tutoring system requires extensive cooperation among teachers, the development and maintenance of the system will depend upon adequate time for planning and evaluation. Again, unless this planning time is seen to be needed as a part of the school's overall program, the tutorial system will never have the opportunity to grow and flourish.

B. ENCOUNTERS

1. Adult Groups

a. Interest in encounters. Almost all teachers who participated viewed the encounter group positively as a helpful, beneficial experience. This was borne out by their responses to a questionnaire and their written reactions. Also, the large number of teachers who volunteered for weekend encounters and for the after-school weekly ongoing encounter indicated a desire and a readiness to get more involved with each other through the encounter group process.

b. Initial experience. Faculty members without prior experience are receptive to participating in an introductory weekend encounter group, in spite of some fear and reservations, if (1) the purpose and content are thoroughly explained in advance, (2) it is viewed as an in-service experience, and (3) there is no expense involved.

When dealing with people whose first encounter experience is not self-initiated and derived from a felt need, it is important to prepare them for it through reading and discussion so that they understand the basic purpose and procedures. In a few cases, where this did not take place, individuals had a more difficult time adjusting to the experience.

When introducing the encounter group experience into an educational system, it appears desirable to enable members to participate initially in a stranger group. A stranger group, where none of the participants are known to any of the others, is less threatening and more conducive to persons opening up and becoming personally involved.

c. Follow-up experience. After an initial weekend experience, it is desirable to organize an ongoing group. There was a strong desire to share, communicate, and explore further the insights about self and others, and to continue to develop the openness in communicating, achieved during the initial experience. Since the focus of TCP efforts in the fall was with the kindergarten teachers, it was many months before an ongoing encounter group for teachers at other grade levels was organized. Once organized, it was well attended, and participants wished it had started sooner.

In spite of a positive initial weekend experience, some teachers expressed reservations and fear about participating in an encounter group with people they knew, especially work colleagues. It may be necessary and desirable to provide these individuals with other experiences before they are ready to encounter with colleagues (e.g., seminar on encounter groups in work setting, observations of encounter groups of colleagues, etc.).

d. On-going groups with work colleagues. A high level of frankness and openness in expressing both positive and negative feelings can be achieved among people who work together on a daily basis. This openness is not achieved without some awkwardness, discomfort, and pain. However, in spite of the difficulties, for the most part, existing relationships were not disturbed, interpersonal relations tended to be strengthened in the long run, and participants felt encounters with colleagues should continue and wanted to be a part of them. Nevertheless, encounter groups are not a panacea for improved interpersonal communication and understanding. There were instances where at the end of the year, individuals had negative feelings about encounters and did not wish to continue.

Combining research and development planning with encountering (exploration of feelings and interpersonal relations) was not effective in the weekly meetings of TCP staff members and kindergarten teachers. Some sessions were spent mainly on planning and very little encountering took place. In other sessions, especially when feelings ran high, needed planning and decision-making did not take place. The two functions had to be separated and more time provided for each. With the emphasis and focus of each meeting being more clear-cut and specific, the sessions proved to be more productive and less frustrating.

e. Administrator participation. It is highly desirable that the principal be among the first in the school to undergo the encounter group experience. His influence can be very great in setting a tone and climate for more open, frank communication in the school. In this school, the principal did have an early stranger experience. However, he was unable to attend the weekly ongoing TCP staff-kindergarten teacher group regularly. This was a disadvantage. His agreement to attend a three-week facilitator training program during the summer of 1969 was a positive development.

f. Group leadership. It is helpful for ongoing groups made up of all relatively inexperienced persons (at Pacoima most teachers had one weekend experience) to have a designated group facilitator to help get it started. The model of facilitator which appears most effective is where the facilitator participates actively, as a real person, and serves as a model by sharing his own feelings, by taking risks, and by being personally involved. Where the facilitator was aloof, remained outside the group, and attempted to manipulate or control interactions among participants, a great deal of dependency on the leader appeared to develop. Individuals tended to look to the "expert" to get things started, keep things going, and to make things work.

During the next school year, it is expected that encounters will be scheduled as an integral part of the school day and will involve a large number of faculty members and an increased number of parents. Training of teachers and community members as group facilitators is expected to be an important part of the program.

2. Children's Encounters

Teachers who have conducted children's encounter groups feel they are worthwhile and are of great potential value. However, teachers are very unsure of themselves in this area and considerable preparation and assistance is necessary for them to become comfortable and skilled in conducting encounter groups with children.

Many teachers initially tend to conduct encounters like class lessons and do too much teaching and controlling. An important attribute for leading children's groups is being in touch with one's own feelings and being able to express them openly and naturally so as to serve as a model of the kind of behavior desired from the children. In this regard, the most important preparation for leading children's encounters may be direct experience as a participant in an ongoing adult encounter group.

Prior to conducting children's groups on their own, teachers need in-service training involving reading, discussion, role-playing, and observation of experienced teachers in action. Initial practice should include participation as a co-facilitator with a more experienced facilitator. Once a teacher implements a program within her classroom, it is important that she have an opportunity, on a regular basis, to share experiences and discuss problems with other teachers, the social adjustment specialist, the school counselor and encounter consultants. The role of the school counselor and social adjustment teachers needs to be redefined so that the emphasis is on prevention rather than remediation. Rather than working remedially with a limited number of "problem" children, most of their time should be spent in consulting with teachers to help them foster a positive mental health climate in the classroom. This includes assisting teachers in becoming effective encounter group facilitators.

Having two adults as co-facilitators of a children's group appears to have certain advantages. Adults felt a little more secure, and felt less pressure to keep things going. They can keep each other honest, i.e., help each other to not take control and give a lesson. Also, the facilitators can jointly evaluate the session afterwards and give each other feedback.

C. COMMUNITY INVOLVEMENT

The goal of closing the gap between the school and community--of developing a cooperative spirit of mutual confidence and involvement between teachers and parents--is most difficult to achieve.

In the past, no strong school-wide effort was made to get teachers more involved with the community; as a result, school-community relations are, at best, apathetic. A strong air of polite indifference, discomfort, awkwardness, and mistrust exists. Most teachers live outside the community, arriving at school in the morning and leaving after school without setting foot in the community. They know the children only from the classroom and have little feel for their home and community life. Few teachers make home visits. Phone calls or parent conferences usually take place in a negative context (e.g., when the teacher is reporting student misbehavior). Very few parents visit the school to observe or help in the classroom, know what's going on in the school, or ever make suggestions or react to planned changes. Parents feel like outsiders in the school, and teachers feel like outsiders in the community.

Attempts during the first year to involve parents in the school program were largely ineffective. Efforts were geared to bringing parents to the school. The reverse must take place. Teachers must get out into the community. If the long-standing discomfort, awkwardness, and apathy on the part of parents towards the school is to be broken down, teachers will have to be seen, heard, and met often enough in the community so they will no longer seem like strangers. Numerous personal, positive contacts must take place, including home visits just to meet parents and chat informally, as well as to report something favorable about children.

If such teacher initiative is to take place on a large enough scale to have an impact in breaking the impasse in school-community relations, community involvement will have to receive priority as a critical part of the teacher's job. This will probably mean providing release time, at least initially, for community and home visits. Under present conditions, it is unrealistic to expect any large number of teachers to get involved with the community on their own time.

Once numerous, personal, informal, friendly contacts between teachers and parents have been made, it is expected that personal invitations by teacher to parents, to participate in encounters, planning groups, tutoring in the school or at home, will be effective. As some parents get involved and have satisfying experiences, parent cadres can be developed and word-of-mouth from parent to parent should then increase parents' participation. As teachers have more positive contacts with the parents, it is expected that they will become less fearful and more involved with the community and be willing to put in more time on their own.

During the summer, attempts will be made to begin "operation outreach" by having teachers visit parents of former students and get to know them and also to explore the community and become better acquainted with it. Plans to reorganize the school will include making community involvement an integral part of the teacher's professional job and providing release time in order to achieve explicitly stated goals in this area.

The major accomplishment in community involvement during the first year was probably the establishment of a Community Advisory Council made up of community members and school personnel. It is apparent, though, that in order for community members to become effective in planning and decision-making, they must have a better understanding of tutorial community project concepts, of school operations and problems, of how teachers think and feel as people (and even that they are people), and must become more comfortable in interacting with school people. Next year, opportunities will be provided for these community persons to acquire needed knowledge and skills and also to become better acquainted with school personnel through encounter groups and other activities. More emphasis will be placed on community involvement during the second year, and a full-time community development specialist will be sought to direct the research and development efforts in this area.

D. SCHOOL ORGANIZATION AND INVOLVEMENT

1. Schools Within a School

One impediment to progress has been that of trying to develop a tutorial community without tampering with the organization, structures, schedules, etc., of the present school operation. It is now apparent that school procedures must change to accomodate, support, and facilitate the development of a tutorial community. Different lunch and recess schedules for each grade level have caused difficulties in getting tutors to kindergarten classes at times they were most needed; they also made it difficult for sending teachers and receiving teachers to meet with each other and with tutors for training and critique sessions. The lack of proximity of sending and receiving classes caused time to be lost in getting from one room to another, and reduced the chances for informal contacts between different age groups. Under consideration, therefore, is a plan to create a number of sub-schools--in effect, schools within the school--made up of grades kindergarten through six on the same time schedules and within close physical proximity of each other, making possible flexible, informal, and frequent contacts between students and teachers of different grades.

2. Time

Another serious problem has been that of time. As was mentioned earlier, once-a-week meetings after school have been insufficient to permit the kindergarten teachers to have encounter experiences and play a significant part in the planning effort. Time for teachers to meet with other teachers, tutors, parents, and researchers was difficult to find as long as the system was operating according to a business-as-usual arrangement. Plans are underway to redefine the teacher's job and to redesign the school day so that meetings for planning, training, encounters, etc., will become an integral part of the school program.

3. Involvement of All Grade Levels

Originally, the focus of instruction was to be on one grade level, with another grade added each year. This year the concentration was on kindergarten, and next year it was to be on kindergarten and the first grade. Plans call for the modification of this aspect of the gradual development plan, with tutorial community concepts and activities to be introduced at all grade levels, kindergarten through six.

During the first year of the Tutorial Community Project, efforts were concentrated at the kindergarten level; new procedures were developed and introduced slowly and cautiously, so as not to overload teachers or the school program. While such gradualism was desirable in the first year as the TCP staff established itself with the students, teachers, administrators, parents, and other community people, it is evident now that bigger and bolder steps are called for to accelerate the developmental process that will lead to a totally innovated school. There is evidence of a readiness and willingness for this acceleration.

Working with only one grade level had several disadvantages. Kindergarten teachers felt, and rightly so, that they alone were bearing the pressures and burdens of change. These teachers had no confidence that the total school would change, and felt more like subjects in an isolated experiment. Other teachers did not understand the problems and difficulties they were having. These other teachers, although informed about developments through faculty and grade-level meetings and through participation in encounters, looked on the Project as something going on only in the kindergarten; they did not have the feeling of being part of a school in the process of total change. Several of the upper-grade teachers who supplied tutors viewed the Project as worthwhile, but still as an appendage to the regular program. They did not clearly understand the concept of a total community in which all students and all adults serve as learners and teachers and, as such, are resources for each other's learning.

If most of the TCP staff effort were to move to the first grade next year, where ten teachers are involved as opposed to four at the kindergarten level, it is unlikely that greater advances would be made at that level than were made at the kindergarten this year. Fewer TCP staff would be spread among more teachers. The scheduling and logistics in involving tutors from more and different grade levels will be extremely complex and will require more coordination, changes, and sacrifices from other parts of the system. Cooperation, and willingness to make things work, will not be forthcoming as long as the other grades are not totally involved and committed to the tutorial community. Further, every time a new grade level is added, the system requirements, logistics, problems and options change so drastically that previously developed patterns may not be useful. Thus, it is necessary to involve more of the school at the same time and to change the degree to which the TCP staff and teachers perform certain functions.

Next year, teachers will take over from the TCP staff a greater share of the research and development efforts to plan, develop, and implement procedures. The TCP staff will spend a greater part of its effort as a catalyst and resource to teachers at all grade levels. The school will be organized, and schedules will be established, so that time is provided--as a part of the school program--for teachers to meet regularly, to plan, and to make decisions.

Many benefits are anticipated from this larger school involvement. System problems will emerge more readily and solutions probably will be more realistic and lasting. Teacher and student ingenuity and creativity will be unleashed on a large scale. There will be a greater excitement, involvement, and sense of community throughout the school; teachers will mutually reinforce and stimulate each other. There will be greater variety of ideas and procedures to choose from. Within a class, and between classes, many different procedures will be tried out and, as they prove themselves and gain general acceptance, they can be implemented throughout the system.

Dependence on the TCP staff will be reduced sharply. The school will be operating more as it will when it becomes a self-supporting tutorial community, without the TCP staff. The problem of how to withdraw from the school and what happens afterwards will be less troublesome. The danger of students and teachers continuing to look upon tutoring as an incidental activity in which only some students and classes get involved will be eliminated. In every class, at every grade level, tutoring will become part of the curriculum and teachers will spend time with their entire class on teaching what is involved in facilitating the learning of other children.

These changes are intended to make more rapid the realization of the long-range goal of all teachers and all students becoming learning resources for each other. Nevertheless, it will still take a number of years to develop, refine, and systematize procedures so that they are exportable to other schools. It will likely take two or three years to develop and stabilize procedures with a subset of committed school personnel, and another two or three years to establish these procedures throughout the entire school.

Although the focus of instruction will not be limited to the kindergarten and first grades next year, all teachers will not be involved to the same degree. The development of a tutorial community is very ambitious, and would be very difficult even if everyone involved were in tune with all its aspects. The goal is to develop a model school that can work with people who want to make it work. With a year's experience, teachers now have a better notion of the sacrifices and commitments necessary, and the TCP staff has a better idea of teachers who are ready, willing, and able to change.

The plan now is to work most intensively next year with teachers who show the most conviction and commitment to tutoring, student self-direction, encounters, and community involvement. Teachers will be divided into subgroups according to readiness. The tutorial community will be developed with the most involved group, and other teachers are expected to move more rapidly once procedures have been worked out and they see how their colleagues are doing. Some teachers may never feel comfortable in the kind of atmosphere that will be created and, most likely, will choose to transfer to other schools.

E. STAFFING THE PROJECT

The first year's experience has pointed to the need for full-time specialists in encounter groups and in community involvement; having staff members assigned to these areas on a part-time basis was not satisfactory. Next year, with plans calling for implementation of a broader program of encounters and community involvement, it will be even more important for these to become separate, full-time assignments. Two senior persons with strong training and experience in these areas are presently being sought. They will replace two junior staff members who are returning to teaching next year. Project documentation, which was a major responsibility of one staff member this past year, will be handled individually by all staff members and will be coordinated by the project co-directors.

F. SUMMARY

The preceding discussion of tutoring, encounter groups, and community involvement points to two general observations: (1) a great deal of progress has been made in developing a tutorial community at Pacoima Elementary School; and (2) a great deal remains to be done, particularly in the development of a heightened sense of "community" among teachers, students, and parents at all grade levels.

The form that the Project will probably take next year involves these major aspects: (1) involvement of teachers and students at all grade levels in an instructional program based on tutoring; (2) increased participation of teachers and community members in encounter groups; (3) significant changes in the school's organization and operation to facilitate the development of a "tutorial community"; (4) working intensively with a subset of teachers, at all grade levels, who have indicated a strong desire and readiness to change; (5) greater involvement of community persons in planning and decision-making; and (6) greater emphasis on community involvement (i.e., teachers in the community, and parents in the school).

APPENDIX A

TEACHER REACTIONS
TO
WEEKEND ENCOUNTER GROUP WORKSHOPS

Teacher Reactions to Weekend Basic Encounter Groups

1. In answer to your letter, I'd like to tell you my impressions of the workshop in La Jolla.

   I feel that since my experience in the group, I can discuss many subjects more freely and comfortably than I used to. I speak up more now than I did before. I am also more aware of people's feelings -- and of their attempts to sometimes mask their feelings; I remember especially a man in our group who came in smiling and cordial and apparently happy, but who really was deeply troubled.

   I also came away with a new energy and zest for life which my family has remarked on.

   The experience was certainly worthwhile, and I'm glad I was able to go.

2. I feel that the encounter at La Jolla was very interesting and enlightening. This was my first encounter experience and I was quite confused and puzzled as to what was supposed to happen. As hours slipped by, I was surprised to see how easily people revealed their inner frustrations and troubles to strangers. I was, also, very impressed with the relief they seem to experience after encountering. I was surprised that I expressed feelings about myself which I had never vocalized before. I felt good after the encounter.

3. I found the weekend to be a most exciting and enlightening experience. I don't know what I really expected but I was surprised to find it so free and "hang-loose" so to speak. I think it had tremendous value for me in just learning about myself and seeing myself and the way I do things, in other people. I completely let myself go and therefore became completely involved in the situation. I felt it was one of the most marvelous experiences I ever had. I felt a tremendous loss in having to say goodbye to these people whom I had learned to feel so close. I truly hope we can participate in many more similar encounters. For me, the weekend was very beneficial.

4. The encounter group weekend helped me be more honest in my reactions to others. It also magnified how complex people are underneath. It showed me too that most people, regardless of position or age, want someone to care, offer advice and help with their hang ups.

Our group seemed to really care about everyone's peculiarities. We wanted to be helpful and felt for each others troubles. It was a close group and I'm grateful that this happened on my first encounter meeting -- I have a favorable attitude toward them.

It was interesting to hear how I came across to others, too -- very interesting.

I think the workshops are worthwhile -- more for some people, less for others.

5. The experience of participating in an encounter group for the first time was a tremendous one for me. I came away feeling both churned up inside and very peaceful and loving towards everyone. Annoying mechanical details seemed less important and I thought I could never feel "nervous" again. I felt so happy to have been close to people that I might never have known otherwise, and I wanted to keep on contacting more and more people. The searching for feelings between individuals in the group, the attempt to lay bare inner emotions made me feel that people really cared about me. I carried away much food for thought about myself. I became aware of how limited my life and contacts actually are. I hope some of this kind of thinking can become personally constructive. I also think that the encounter group is a great tool for bringing about improved understanding between people.

6. The workshop held in La Jolla was valuable to me personally. It served to make me more aware of myself and others. I learned things about myself that none of my friends ever related to me. It's interesting how much strangers really see, and how quick they are to see through other things.

   Made me realize that others have gigantic problems, and mine aren't so earth shattering in relation to them.

7. My main reaction to the weekend is that it wasn't as bad as what I thought it would be. I had anticipated all sorts of wild things as per the article in Life (July 12) and my group wasn't anything like that. (Thank heavens!!) My group was, in fact, rather subdued.

   I think I would have preferred to have some background before I went down. For example, most people attended because they were "looking" for "something" -- an answer to life, who they are, or a problem. Most people attended out of personal desire to do so. I, on the other hand, attended because of the Project. I found through the weekend that my problems were inconsequential as compared to other's problems. I think if I had been forewarned about what to expect, then I might have had better rapport with myself about going.

The weekend was stimulating, exciting and tiring! I was enthusiastic about returning to a group for about one week but now I feel I would prefer to try a task oriented group.

8. I feel the workshop was a worthwhile experience, but I don't believe I would attend another one unless it dealt with children. It was good because I was exposed to something I had never been exposed to before. I learned that I have a beautiful relationship with my family. I was the only one in my group that enjoys their occupation. I learned a lot about myself and that pleased me; I didn't learn that much about the others in my group that I didn't know about people (in general) already.

I would not go again (to that type of workshop) because of what I found in my group. There were three types of people in my group. The first type was the person that was really interested in other people and wanted to know what made them tick. The second type of person was the person that was on the make and for twenty-four hours that is all this person did. The third and last type of person was the person that wanted cheap help and/or cheap thrill.

I feel that next time I would like to see a "professional" person in charge of each group, not a member of the clergy.

Please don't misunderstand I really did enjoy my stay in La Jolla. I did feel it was worthwhile. I just wanted to tell you what I really felt. (After all now I'm honest and sensitive!)

9. Personally the workshop was an "eye-opener" for me and I feel that it was very worthwhile not only in learning more about how others see me (and working on changing the "not so good qualities"), but also in helping me realize more clearly the differences in others feelings. Yes, it was worthwhile and I think more similar workshops would be even more valuable, now that we are more aware of what is expected.

However, I would not like to meet with a group of the teachers with whom I work and come in contact every day -- it just might lead to very unhappy working conditions.

10. A most rewarding experience. I left knowing more about myself than I could have imagined. The growth that occurred over one short weekend was amazing.

I left San Diego feeling good -- I knew I helped somebody and knew how much I had been helped!

11. I felt it was an interesting, unique experience. One cannot say that it would be significantly beneficial to all because, I feel, a great deal is determined by the attitude of the persons entering into it. However, I believe that it was very important that the same group of people were together for at least eighteen hours to realize the feeling of empathy and awareness of one's own attitude toward others there.

12. The most unexpected, unequaled weekend in years! A must for everyone! I would very much like to attend another session.

13. A very rewarding experience. Extremely worthwhile.

14. I'll never forget this, it has really meant a lot to me. I'll always be open to go to another; we just need one for some of these teachers at our school.

15. I wondered how serious the people who participated were. I was surprised that people could talk so freely about their very personal life to utter strangers. I did not recognize any serious "hang ups" in my life that my husband and I have not been able to cope with.

16. Highly disturbing -- stimulating -- motivating -- interesting.

    These words are cliches -- but for lack of any other words I use them.

    I came back more attuned to listening to what other people think and how they feel -- rather than being so preoccupied with my own thoughts.

17. The encounter weekend was an unique experience for me. I learned the needs of nine other human beings in my group emotionally, physically and mentally. I learned more about myself through these people. Our facilitator had a great deal to do with the total involvement of the group.

    My objections of such an intense weekend scared me. For some of these people would be coming home with many new ways of looking into themselves. What if they can't handle the new them? What if they have no one to talk to that will really understand and listen? This is the part that bothered me tremendously and I stated this in my group. The answers I was given was of my being afraid.

18. Very exciting interesting experience. It certainly helps a person to know himself. Has real possibilities in teaching and every profession.

19. Our facilitator was very poor. He did not stimulate the group. All he seemed to do was react to petty things -- group was not perceptive. See me for a better explanation.

20. The intensity of this weekend puts great pressure on an individual. I think it would be more profitable to extend such a program over a longer period of time. I feel once a person has become more aware -- it can be most destructive once they walk away and have nowhere else to turn.

21. Most of the others opened up much more than I, yet, I was opening up to myself and benefiting from listening closely to the others. The experience made me more willing to meet new people and get to know them better. It showed me how much a person has to offer if you are willing to make the effort.

22. Since this was my first encounter group, I was very favorably impressed. The leader used what is known as the Rogerian principal and directions came from the group itself. That is, questions as to how do you feel about your work, others in the group and so on. Some of the participants repeatedly gave vague answers or none at all which seemed to frustrate some of the members. In our group there were many silences, but these silences were a thinking, considering type, and I did not feel uncomfortable in them but one or two of the members said they were very much concerned about them (the silent times) and that they felt uncomfortable in them. When asked why then they would not participate they replied, "They chose not to!"

23. I really enjoyed the encounter weekend, although I don't know if one should "enjoy" it! However, during the last hour, I felt depressed because everybody had labeled me as "non-complex" without really trying to get below that facade. I guess I had the feeling that maybe they didn't really care enough about me! I was going to "crawl under the blanket" but then two other people felt the need to have the group focus on them and I felt their needs were more important. Self-sacrificing, huh?

I did gain some insights into my defenses and reactions, and also those of other people. I feel that perhaps I am more attuned to the emotions of others now. And I would like to go to another encounter weekend!

24. A marvelous experience for me. I left for La Jolla resenting the time I had to give up, and when Sunday came and it was time to leave, I hated the thought of its end. I believe the group was tremendously reliable in helping me get in touch with myself again.

25. This encounter weekend was more "painful" for me than the two others I attended. Our group seemed to have more unresolved relationship problems than other groups. There was an element of distrust that disturbed me. A few people seemed to come with crucial problems that they were so engrossed with that looking outwards to others at this time was not possible for them. It would be helpful to me if this same group could continue meeting, but I don't know if that is possible.

I indicated that this was a "helpful" experience, and it was because it was another lesson in how complex understanding others and myself really is.

26. This second encounter experience confirms the necessity for an immediate reevaluation in depth of my personal weltanschauung.

27. This was my second encounter weekend in La Jolla. I found the encounter experience to be extremely beneficial because there was an aura of closeness, support, and genuine love that seemed to come over those of us from Pacoima who were involved in this weekend. I feel this was initiated by the encounter experience which made us more honest and very aware of each other and each other's feelings.

Within the actual group, I feel we were somewhat inhibited because we knew each other (there were six of us in my group).

28. As an experience for growth, the encounter added somewhat to my concern for myself being aware of my own feelings and emotions. I experienced some opportunities for being sensitive and responsive to needs of others.

I discovered many personal limitations and frustrations in being able to care for some group members.

Because my wife was also a group member, we were able to identify some of our feelings together.

29. I say beneficial experience because:

    1. Understanding and identifying element and/or characteristics hindering understanding and communication with others on part of myself.

    2. Given enough time and concerted group effort toward me not only did I recognize as in #1 but experienced (painfully) comprehension without self-verbal support and other verbal support -- a mere pin-point of quick personality, alone, Oh, God! I must change to get back into the main stream in a more effective interaction.

    3. Beneficial to others for same reasons as above.

30. My faith in the encounter technique was reinforced by this experience. I am glad for it as I had just about come to the conclusion that there was very little that was positive in them!

31. I felt very apprehensive and afraid of participating in the encounter. However, I was also very curious and wanted to find out what it was all about. I went in the first evening wanting only to sit back and observe -- not become involved with what was happening. But something was said between two people that disturbed me and I had to let everyone know how I felt about it. So I found myself reluctantly becoming involved.

    As a result of my experience I think I will find it easier to talk about my feelings, what I think. I'm more aware of my weaknesses as well as my strengths.

    Many of the other participants had problems that they could not cope with. Because of this, I don't know if their experience over the weekend was beneficial to them. Listening to them was extremely depressing for me and all I could do was sympathize.

32. For me this was a renewing experience; coming back to a deeper level of awareness of others. Having members of the faculty there also made it more meaningful as we were then able to continue relationships after the weekend was over.

    For one thing I learned about myself, which was even more clarified since then, is how much feedback I need from other people and how much I need them to notice me. I wonder how much I go out of my way to notice others just so they will notice me. I need to continue to explore. It's exciting and a little scary, but worth the risks.

Teacher Reactions to Weekend Workshop on Children's Encounters

1. I am very glad to have had the opportunity to participate in this institute. It was gratifying to hear my basic philosophy of education so beautifully reaffirmed. I have always been of the positive opinion that young children need to feel successful frequently at school (and at home) in an atmosphere of genuine acceptance. And I have always felt that all human emotions, good or bad, are simply a part of the total person and are, therefore, a natural part of each child in the learning and living process at school.

   It was interesting to consider the idea of precise lesson plans to help children investigate themselves and their feelings. My first reaction has been to prefer dealing with feelings and attitudes within the framework of classroom and playground activities. However, I certainly want to have an open mind and be receptive toward better ways for assuring good mental health for children -- and parents and teachers.

2. The weekend was most interesting and worthwhile. I was sorry that so few of our faculty accepted the opportunity.

   I have done some directing of discussions in my classroom to develop awareness of feelings among the children but I was especially grateful for a structured plan for what probably will be the most efficient and successful program. I would expect this to bring a valuable link between me and the children as well as between them and their classmates. I definitely believe the awareness should start at three or four years, but better later than not at all.

3. I believe the program provides a practical plan for achieving very important goals in the education of children. I believe it would be an excellent way to work with the youngsters at Pacoima Elementary School.

   I consider Dr. Bessell an honest and sincere person, and the best of the staff in explaining the theory and practice of their program, and in answering questions about it. Dr. Palomares added emotionality and enthusiasm to the presentation at the workshop, and Pat did a fine job in the demonstrations with the children.

4. Unacceptable as presented, requiring an hour a day and much, much preparation for each teacher. The theories and ideals are tremendous. With the short session we had, I intended to incorporate many of the suggestions in the classroom.

5. Very interesting and I hope very useful. I shall begin with Manual I the first day of school.

   It makes sense and I am very excited about the prospective results.

6. Excellent. Some flaws, but who is perfect. I would like to attend another one.

APPENDIX B

KINDERGARTEN TEACHERS COMMENTS ON TCP
AT
END OF FIRST YEAR

KINDERGARTEN TEACHER 1

Positive Points

1. Tutors succeeded in many instances giving them a good positive feeling.
2. Good experience for children in kindergarten and first grades. A good rapport starting between older and younger children.
3. Tutors learned quickly.
4. Saw many good things:
    a. Tutors worked one-to-one in reading, giving children individual attention.
    b. Small children learned to look upon tutors as another teacher.
    c. Small children gained "good feeling" knowing they could get help from more than one person.
5. I feel the school is definitely changing and we are on the right path.
6. Children can now get much more individual attention.
7. Tutors kept accurate records of where children are.
8. Tutors helped children with writing, themselves writing very neatly and accurately.
9. Tutors helped children in arithmetic and especially the children who have particular problems, giving them special attention.
10. In my first grade class, the children benefited in reading, writing, arithmetic and magic circles. I truly found myself at a loss when the tutors did not come.
11. One half day off each week has proved to be helpful.

Problems

1. No communication with sending teachers.
2. Not enough time to talk individually with tutors outside of classroom.

3. Whole faculty not involved.

4. Too much depressiveness and negativeness on all sides.

5. Evaluation team was ineffectual. They didn't bother to watch the tutors in action. They did not confer with enough of the tutors, either.

   I did not speak to any of the members of the team nor did some of the other teachers involved. How can they give an adequate interpretation?

6. Time was the detrimental factor:

   a. Not enough time to talk to tutors

   b. Not enough time to instruct tutors

   c. Not enough time to prepare for tutors

   d. Not enough time to do all that is required for project

   e. Not enough time to speak with sending teachers

7. Parents were not adequately involved.

8. Inadequate bell schedule. Tutors are missing part of lunch or recess.

9. Need to inform parents of tutors of what is going on. TCP could make up a form to send when a child starts tutoring.

10. Tutors have to make up assignments.

Ideal Situation

1. Less teaching time, more time available to make materials, confer with tutors, confer with parents, take care of matters involving TCP program.

2. Change report cards. Conference by phone or in person.

3. Change school into sub-communities of grades one to six. Would end up with about four or five communities.

   a. In this way, children in each community would be on same bell schedule, eliminating inconvenience for tutors.

   b. Classes would be closer to each other, enabling closer communication all the way around. There wouldn't be much of a problem seeing sending teachers; tutors could come at time convenient for them (if classes were individualized).

4. Individualized program all day.

    a. Classes could intermingle freely without having to do so at specific times.

    b. Tutors now would not have to make up assignments.

KINDERGARTEN TEACHER 2

Tutors

I feel that the Tutorial Program has been very successful with sixth-graders. These young people started tutoring in October of 1968, which was the beginning of our Tutorial Program. The original group consisted of three girls and one boy. Because of other interest, one girl dropped out of the program in February of 1969. Another girl dropped out to join in another school activity.

In the first few weeks, the tutors became acquainted with the children and helped with independent activities which included:

1. Writing names on papers.
2. Assisting at the clay tables.
3. Supervising reading readiness games.
4. Teaching nursery rhymes.
5. Drilling children in numerals and the alphabet.
6. Assisting with outdoor games and play.

In February, a reading teacher and I started to work with the tutors, assisting them in our reading and writing program. About this same time two boys and one girl joined our Tutorial staff. They did such jobs as:

1. Reading -- A tutor would listen to one to five children read aloud in a circle, then drill with word cards. This technique was very successful and helped to stimulate young kindergarteners to want to read because someone took time to listen to them.

2. Writing -- Five tutors and a part-time educational aide helped teachers to supervise and guide writing. The results were rewarding to all concerned because the children learned to write.

   After seeing how well one kindergartener's brother tutored in a classroom, he was asked by the aide if he would help his brother at home. The tutor was given three crayons and some paper. In less than one week the kindergarten child came to the aide (with his brother) and wrote his name on the blackboard. Before the brother helped, the child could not write his name. The brother felt good and very happy about his brother's accomplishment.

3. Arithmetic -- Tutors read arithmetic directions to groups of children and helped to direct and check their answers.

4. The tutors continued to assist in independent activities and drilling in words, arithmetic, phonics and alphabet.

In April, the two new boys dropped out, thus, leaving two girls and one boy of the original staff. These young people are excellent tutors. They exhibited interest and pride in the accomplishments of the kindergarteners.

Fifth-Grade Tutors

Tutors started training in February. There was a considerable difference in the maturation levels of the sixth and fifth graders. The tutors started with independent activities then gradually went into the program directed by TCP. The program included:

1. Testing up, down, etc.
2. Alphabet out of context.
3. Writing name.

The tutors also assisted with:

1. Reading readiness games.
2. Arithmetic lessons and drills.
3. Social studies involved with block work.
4. Reading stories to children.

These tutors exhibited the same interest and concern as the sixth-grade tutors did in the progress of kindergarteners.

Teacher's Role

I feel that my role as teacher of a self-contained room has changed. I have learned to delegate certain responsibilities and jobs to the tutors trustingly. The change was not easy, but it has gradually improved and now I can't visualize accomplishing activities which I feel children are "ready for" without the additional help which the tutors provided.

Involvement with Teachers of Tutorial Students

After a conference with the fifth grade teacher, a boy was removed from the staff because his conduct in class had deteriorated since his involvement in the program. Each remaining fifth-grade tutor involved their class by bringing one different friend to observe and participate each day. The whole class became vitally interested in the tutorial program.

The sixth grade teacher reported tutors became more responsible and continued to do above average work in their own class.

The Ideal School

An "ideal school", in my judgement, would satisfy these following specifications:

1. Many more black, brown and yellow teachers, counselors, office workers and staff in general.
2. Afternoons used for consulting with parents and in preparation for the following day of class.
3. Half-day kindergarten from 9:45 to 12:00.
4. Full time educational aide.
5. One hundred dollars or more (depending on teacher need) for classroom equipment and teaching aids (story books, puzzles, games). This sum to be reimbursed to the teacher.
6. Much more custodial help to keep the plant clean and healthful.
7. A new school to lessen school enrollment.
8. Proper grounds with shaded areas and "play" equipment for the children.
9. Addition of a full-time physical education instructor.
10. Maximum of twenty students per class.
11. Adequate audio-visual materials with black, brown, yellow and white children and people involved.

Encounters

We are working on encounters. Our faculty chairman, released to assist TCP, assists me three days a week with encounters. Our first lessons were teacher guided. The main purpose was to get children to verbalize. We are now following Dr. Bessell's book.

Relations with TCP Staff

Relations with the staff on the school site and personally appeared good, but became "hazy" when teachers met at the staff in TCP office for encounters. I felt more participation of teachers in the planning for their pupils could have speeded the progress of the program. Longer visitation, observation and participation of TCP staff would have been valuable in acquainting them with the goals, procedures, and problems of a kindergarten class.

Conclusion

The first year of Tutorial Program has been very successful. It has involved a lot of hard work, soul-searching on the part of TCP and kindergarten teachers. I look forward to next year -- with tutors -- and an aide!!!

KINDERGARTEN TEACHER 3

Here are some thoughts of mine on the strengths and weaknesses of the Tutorial Community Project that are the results of my involvement during the past year:

Positive

1. Tutoring makes an individualized program of instruction more possible.
2. Tutors give assistance in supervising work areas.
3. Here is an opportunity for the teacher to relate to children of other grades. Points out academic and personality successes of children in other grade levels. Shows where kindergartners are going.
4. Opportunity to work with other teachers opens new avenues for understanding total school.
5. The feeling of helping another child learn something new improves self-image of tutor, and reinforces existing skills.
6. Kindergarten children can participate in more small group instruction directed by the teacher while rest of class is working with tutors.
7. Kindergarten children have opportunity to make friends of older children and to feel more a part of total school.
8. Discussion groups including tutors, community people, children, and teachers gives all a chance to begin to learn to listen to each other and to investigate each other's thinking as well as personal insight. TCP has brought to our school a real experiment in reaching into the feelings of the community. This has been my first series of opportunities to be involved in this way. (Just a beginning.)
9. Some children are "natural tutors", seem to have a built-in style that is appealing to younger children. Others need more help to become effective. I predict that as time goes by and tutored children become tutors themselves, we will see many more children who help each other as a natural way of learning.
10. There have been many examples of specific learnings that have been experienced by individual tutors.

Problems

1. School needs greater agreement on goals at each level and how to achieve goals so that children feel the consistency of a joint effort that is understood by all.

2. Teachers need time to instruct and help tutors discover methods and sequential steps of learning to achieve goals. Tutors need help in organizing and handling materials.

3. Teachers of rooms that are tutoring together must work very closely together so that there is total awareness of all the activities that are going on. Time must be provided for assuring this.

4. Tutoring must be an integral part of what the tutor is learning and accomplishing so that this time is considered worthy of satisfying classroom requirements.

5. School scheduling must be very flexible so that tutoring does not bog down with a very rigid time for recesses, P.E., orchestra, etc. The pressure of the timing has been very difficult.

6. Additional materials suitable for tutors to use must be prepared or purchased following a sequential order so that child and tutor are aware of what progress has been made and next step to study.

7. More effort should be made to interest the parents in becoming tutors in the classroom and at home. Parents should become an integral part of discussion groups and should be drawn upon as resource people for cultural improvement of the curriculum. A community relations expert would be a real help.

Ideal School

The "ideal school" would:

1. Be individualized and ungraded. Teachers would work in teams, so that excellence could be shared.

2. Have full-time librarian.

3. Have full-time counselor.

4. Have full-time nurse.

5. Have adequate reading specialists.
6. Have resource rooms properly supplied for science, math, art, and music with teacher attendant present at all times.
7. Have rooms clustered for free movement of teachers and students, and many folding walls for combining activities.
8. Have ample books, workbooks, tape-recorders, listening centers, projectors, and other audio-visual materials.
9. Have a creative playground with shady quiet areas and adequate space.
10. Provide teachers with time for planning together.
11. Provide time for parent conferences and meetings.
12. Have one longer session of kindergarten per day, or two sessions of groups limited to twenty children each.
13. Limit class size to twenty children for all grades.
14. Provide ways for teachers to take children out into the community to observe and study.

Notes on "Magic Circle" (Children's Encounters)

1. We tried several procedures to find a "peaceful" way to meet with half of class at a time. Most workable method was to have half of class at quiet table activities working under supervision of tutors, but this is far from perfect. Open to any and all suggestions here. It is possible that by working closely with another class half of children could be with tutors and another teacher in another room or area.
2. We experimented with different ideas for motivating "Magic Circle" discussions -- Dr. Bessell's method, Words and Action, and some of our own pictures and books, as well as classroom problems as they came up. I think some of our best discussions so far came from some of the culturally oriented pictures and books.
3. Much patience must be practiced by the leader of these discussion groups with the very young children because verbal contributions that show insight are not often forthcoming. Also, I could use the advice of an experienced person to discuss problems and questions that always arise in my own mind.

KINDERGARTEN TEACHER 4

Things Which Worked Well

1. Introduce tutors into the classroom after some orientation by TCP.
2. Introduce tutors into classroom in small groups -- no more than four at a time.
3. Have tutors get a feel for class by working with free moving groups, such as printing station, craft area, independent activity table before moving into academics on individual or group basis.
4. Each teacher train tutors to teach academics in her own way.
5. Some tutor preparation of materials.
6. Record keeping as set out on cards and checked off by tutors as work was completed.
7. Once tutors are trained and are secure and comfortable in kindergarten room, have them train new tutors.
8. Having twenty tutors, for twenty minutes, each sit and listen to a kindergartener read, and write out word kindergartener misses as a reinforcement to reading lesson.
9. Tutors learned spelling of unknown words -- had to learn to spell "astronaut" and "beard" because kindergartener dictated a story with those words.
10. Tutors learned to print in order to teach handwriting.
11. Tutors were successful in teaching kindergarteners how to:
    a. Write names
    b. Write numerals
    c. Learn shapes
    d. Learn colors
    e. Begin to learn alphabet
12. I had more time to work with individual children because tutors were present.

13. Dividing class into group, and assigning a group to a tutor, helped tutors to learn about specific children, and kindergarteners to get a sense of identity with a particular tutor.

14. Kindergarteners got to know a "special friend" in their tutors. They really missed their tutors when absent.

Things We Need to Work On

1. Need outside time to train tutors on academics -- to show where materials are, which materials work well with groups, and which ones work with individuals, where and how to put them away. Sequence of learnings.

2. Time for receiving teacher to get to know tutor -- other than in classroom.

3. Time for receiving teacher to talk with sending teacher in order to coordinate activities and time.

4. Time for sending teacher to see her students tutoring.

5. Importance of sending teacher sending tutors on time and not pulling them out for library work, errand work, etc., during tutoring time.

6. Ways to keep tutors from getting bored -- and still carry on routine that kindergarten children need.

7. Ways that tutor can complete an assignment other than conventional manner of page 86 -- completed and turned in.

8. Getting more information out to parents of tutors before tutoring.

9. Get parents of tutors into classroom to see their child tutoring.

10. Get more community involvement.

11. Get more information out to parents of children who are being tutored.

12. Released time for teachers to get out in the community and talk to parents about classroom activities.

13. Time for receiving teachers to prepare eight sets of materials, or reorganize materials from time to time.

14. Ways to have tutoring going on during the entire day.

15. Time for receiving teacher to plan activities for all day tutoring.
16. Ways that tutors can plan and select lessons which they would like to teach and work on.
17. Ways to keep receiving room clean; with more people in the room, it is always filthy. Housekeeping problems have really increased!
18. Teaching tutors the positive ways to handle discipline problems with "hands off" policy.

Ideal Situation

1. Eventual ungraded and individual study entered into by total school community.
2. Parent-teacher communication to a point where parent is tutor of his own child at home.
3. Full time reading specialists available to all who want their time.
4. Full time counselors.
5. One session of three-hour kindergarten or --

   Two sessions limited to twenty children per session, or

   Two sessions limited to thirty children with full time aide.
6. Afternoons free to get out in the community and talk with parents or free time to prepare materials.
7. Conferences instead of report cards.
8. Different schedules for this school so that tutoring doesn't become run on bell schedule.
9. Physical location of sending and receiving rooms to be closer together so less time is wasted in travel.
10. Enough materials on hand for tutors to readily use.
11. Agreement on goals or objectives.
12. Full time community-school worker who works as liaison for Project.

Evaluation of Evaluation Team

1. We needed a teacher representative from the City of Los Angeles, such as a teacher from inner-city or Venice, or any ghetto area, so that they were aware of teacher problems.

2. More awareness of classroom situation. No member of Evaluation Team spent more than five minutes in room where tutoring was going on. How can they evaluate the program when not in room?

3. Nobody interviewed kindergarteners.

4. Only one member of Evaluation Team talked to me.

APPENDIX C

REPORTS OF INDIVIDUAL EVALUATION TEAM MEMBERS

EVALUATION TEAM MEMBER 1

To begin with, I would like to make some observations and suggestions about the tutors, their attitudes, their problems and their desires in relationship to the Tutorial Community Project as I have found them in talking with tutors. I found these things to be generally felt by most of the tutors.

Most of them agreed to continue as tutors. Many of them expressed the feeling that their tasks are repetitious and routine and have become, in the course of many weeks, rather boring. They don't wish to discontinue their service as tutors, but they do wish to have an opportunity to do some more interesting tasks with the children and not be responsible for such similar activities continually. Perhaps, they might be given the opportunity to do some creative work or to take a little more initiative or responsibility. Some of them are happy doing the tasks as they are set.

Most of the students expressed the greatest difficulty being that of student behavior in the classroom. When asked what the problems might be that they would have to contend with as a tutor in the classroom, almost without exception, they noted that student behavior and the problems they had in having children cooperate with them were most difficult.

Some tutors said that they felt reticent to express their problems with the teacher they are working with in the classroom. They didn't seem to feel that they were free to express the boredom that they had with routine tasks, or to tell her the problems they were having with discipline problems. However, it seems that the teachers expressed that they are aware of these things and that the children do talk to them. There seems to be a discrepancy here, but this is what some tutors said -- that they didn't feel free to express these things to the teachers. Perhaps, they didn't because they thought they would be discontinued as tutors. One suggestion in relationship to this problem would be something that both the tutors and teachers agree upon -- the need for longer and, perhaps, more frequent planning periods when they could get together not only to discuss their problems, but also the teachers would have an opportunity to find out more about the tutors and their special abilities and maybe find some new ways of using them. (Although I do understand that the tutors have been trained to this point specifically to carry on these particular tasks that the teachers have set for them, they have not been trained to go off on their own or to take initiative or a regular teacher-type responsibility.)

In observing them in the classroom, I believe that most of them have benefited greatly from the training they have had. Their attitudes, and their manner in working with the older children were really quite commendable in all instances. They seem to have a great deal of patience and know the things that have been set down in the tutor training program. For example, not giving the children answers; helping them to develop self-reliance; pointing out errors, but not correcting them for them; and helping the children to work independently. In these ways, they seem to have been successful. The ones that are dissatisfied many times are the ones that have been quite successful but have a little bit more potential.

A suggestion, that might be worth considering, is taking these more capable tutors and putting them in a position of assisting to train new tutors so their job would not be routine and they might feel a greater challenge. I'm sure that there must be some other ways that these children could be used in the classroom. Perhaps, if there were times when they were responsible for reading to a portion of the class, or leading a more instructional type of lesson in a small group while the teacher worked on the routine or remedial type of task, this might help them to feel that they were being challenged in their job. If the teachers who are using the tutors had an opportunity to spend a little time with them and find out their high interest and high ability areas, they might be able to sometimes work these special talents and interests into the things they have them doing with the children in the classroom.

In thinking about this problem of some tutors not being able to express their problems or their dissatisfaction with the classroom teacher, I think it may be possible that with more time and under less pressing circumstances the students may get to know the classroom teacher better and feel more free to express these things to her. This would also give the teacher an opportunity to find out more about the students and to use them in more effective and more challenging ways.

The problem that the tutors seem to have with the children's attitude toward them, or the problems they have in pupil control, or having the students display self-discipline is probably directly related to the way the children behave in the class generally and their attitude toward the teacher.

In the cases where this is a problem, some means must be worked out where both the teacher and tutor understand more clearly their roles in helping the children in the class develop self-control and, perhaps, the teacher needs to be more aware and more sensitive to the things that are happening. This might be something that could be brought out in the encounter groups. I have not discovered whether the tutors are ever involved in the classroom encounter groups but perhaps this would be a good idea. They could explain to the younger children their position, their feelings about the behavior in the classroom and in this way the teacher would also be aware of it.

I would like to make a few comments about the homeroom teachers of the tutors. I spoke with several of them and most of them have no complaints about the tutoring program. Many of them didn't have much of an opinion in either direction. When asked such questions as -- "Did they feel that the tutoring program was worthwhile to the children who are participating in it?" or "Did the tutors find that they had any problems with finishing their work?" -- most of them gave positive responses. Most of them felt that it had been, if not beneficial, at least certainly not detrimental to the tutors. They felt, in most cases, the scheduling worked out well so that the tutors either made up their work or were out of the classroom so they weren't missing any specific instruction. One teacher found it difficult because she had students out to band and tutors out at the same time and felt she could do very little instruction during that time.

One very important suggestion at this point, I think, is for the tutorial program to work with the classroom teachers who have tutors going out of their room to help to recognize and discover ways in which they can use this as a beneficial part of the day to their classroom. Perhaps, helping them to realize that this would be a good time for doing individual instruction and helping children in specific ways with needs they have and actually doing a little tutoring in their own classrooms. I'm sure that there are many, many needs that could be fulfilled during this time but, perhaps, the idea has not occured to some of these teachers. With as many children as they do have in their classrooms, it seems like it would be a very good idea and only helpful to the overall picture of the program, if they use this time to work individually with the children who are left in the room.

Many felt that the tutors had improved in their own attitudes and behavior, their own self-discipline in the classroom and in their respect for the teacher, mainly, because of having had a similar experience to the teachers being somewhat sympathetic with the situation. In this way, the children have improved in their discipline and self-responsibility. Hopefully, this will be an outcome for the whole school.

One of my observations has been that there is not a great deal of self-control displayed by the students in the school and neither is there a high level of respect in the manner in which the students treat the teacher. Perhaps, this also goes the other way but I wouldn't want to make any rash statements; I just would like to make that comment.

Many teachers who have tutors in their classroom have stated that the tutors have come back from their jobs in the lower grades and have become quite helpful in the classroom also as tutors there. This seems like another good opportunity if the tutors who were willing would come back to their own classrooms and discuss in an encounter group, or as a discussion before the class, some of the things that they have learned in their tutor training and carry these out in the room allowing the children within the classroom to tutor each other and get the ball rolling. Maybe this would develop a little more interest and motivation for other students to become tutors.

The teachers who have tutors coming to them have expressed similar problems wishing they had more time to plan and work with their tutors outside of class, more opportunities to get to know the children who are coming to help them, and time to develop the materials that need to be used by the tutors.

I would like to suggest since the Tutorial Community Project wants to involve parents the following could be worked on in very definite ways. Other school districts have set up workshops with samples of various teaching aids that they need or that the teachers use. Partially completed teaching aids and other materials for constructing aids are made available to parents. Parents come in and simply construct these teaching aids, thus, saving the teacher many, many hours of work and then these materials would be ready and available to the tutors. This would be a very important and a very worthwhile way for parents to participate in the program and in a way in which they would not have to be directly involved in the classroom.

All of the problems that I noted as I walked into various classrooms were not related directly to how to use the tutors, or how to have more time with them and get them prepared for the correct tasks. Some of it was simply things that needed to be clarified. In some cases, it seemed as though the teachers needed some more definite guidelines and some more specific materials to work with, perhaps, with the help of specialists who are already within the school. I think particularly, of the reading specialist who works within a small room with five, six, or eight children with reading difficulties. Their abilities could be used in assisting the classroom teacher to develop more effective ways of teaching reading so there wouldn't be a great need for remedial reading. A lot of these things that remedial teachers could do can be taught once to the teacher and she, in turn, would be able to do these things semester after semester and with a greater number of children, thus, increasing the effectiveness of the specialist.

It would also be nice if there were specialists available to come into the classroom and work. For instance, if there is a music specialist who comes around and works with the children, two or three classes at a time, this would be a good opportunity for the teachers to meet with the tutors, or, possibly, if there are two teachers who could combine for some of these activities like a music lesson even once a week for twenty minutes. Perhaps they could take turns doing some large group activity for that length of time that would free the other teacher. I believe, the teachers have mentioned that they've used film time to meet with their tutors, but that this presents a problem due to the length of the films which causes the younger children to become restless.

There must be some other ways to free the teachers to work with the tutors. Of course, the most ideal plan would be to have release time during the school day when the children would go home early or some arrangements could be made so the teachers would be absolutely free of classroom responsibility in order to have conferences with the teachers around her, with the teachers of the tutors, or with the tutors themselves.

This brings me to another point concerning the classroom teachers who have tutors going out of their rooms. Most of them express a tremendous interest to observe their students in the capacity of tutors. They would like to see what they are doing and to see a different aspect of their students, to see how they work with younger children, and to see how they have grown and how they take responsibility. Most of them express great frustration with the fact that they have not time free to do this. Somehow, I would hope that some kind of release time would be arranged for these teachers so that they might observe and be able to be of help to the lower grade teachers in solving some of the problems of the tutors. This might be accomplished by observing them, seeing the kind of work they are doing, observing their attitudes, and, perhaps, suggesting some of the special abilities and interests of the tutors to the lower grade teacher. This might enable the receiving teacher to make better use of the tutors during the time that they are in the classroom and at the same time give them some more challenging tasks.

I made an attempt to contact parents both of tutors and children who are in a classroom that receive tutors. This was a very difficult assignment. Some parents were reached by telephone. The parents that I spoke to, who had children in the family who were tutoring, seem to be pleased. They liked the idea that their children were given a special responsibility. Their main concern was that it did not interfere with their regular class work or that they weren't missing anything in the classroom. Most parents expressed a little vagueness as to the whole scope of the program. They didn't seem to be really aware of the whole program, or to have received as much information as they thought they should have. However, none of them seem to be extremely upset about it. When I called the parents who have children in the kindergarten with tutors, they were mostly in the dark. Some said that a paper had been sent home. Others said they would like to see the program in action.

This brings me to another point which I believe is extremely important -- that of community involvement. For a variety of reasons, parents have looked upon the school with a negative attitude. A very good idea would be to develop regular parent conferences or at least to substitute one report card period with a parent-teacher conference. Preferably, a personal contact by the teacher going to the home, or the parent coming to the school, to have a very significant-positive type of conference would give the parent an opportunity to speak personally and privately with the teacher concerning their child. When it would be impossible for the parent to get to the school, the teacher might conduct a telephone conference with the parent. This might be extremely valuable in getting a better understanding between teacher, parent and pupil and, perhaps, also helpful in making for a better link between home and school for the students.

Another way to get parents involved in the Project without the problems involved in sending notices home or telephoning, is by using the one media that is probably the most common to all the people in the community -- television. I would suggest that the educational television facilities be used to televise some of the tutoring in the classrooms. This could be advertised and some of the children in Pacoima Elementary School who would like to be on television could, perhaps, conduct a monthly program covering different aspects of the Tutorial Community Project. This would involve students, tutors, teachers, and parents. In this kind of televised program, the scope of the Project could be carried to the community and would be an opportune time to invite parents to contribute their support by participating. Also, this would be a way for them to understand what is happening and to encourage them to get involved. It seems that even if the educational television channels are not received in this community that tapes could be made on the Los Angeles City Schools facilities for educational television. The tapes could then be broadcast in a community-service type arrangement over the regular commercial channels.

If parents are to be invited to school to be involved then, it seems to me, they need something more than a tea party get together. Perhaps, it would be possible to make them really feel needed or feel that they were really there to learn something. This may be accomplished by observing the tutoring or setting up a tutoring situation for them to observe outside of the classroom. Explain to them the things that need to be done in the school that could be done by the parents in some tangible ways, instead of maybe sitting there feeling a little bit useless. Somehow get parents involved because the children are participating or doing some tangible work for the Project.

EVALUATION TEAM MEMBER 2

I was able to hold seventeen interviews while gathering this information. Some were with groups of as many as nine pupils and some with two or three members of a family, and the rest with individuals. Nine of these interviews were made in the homes of tutors. I interviewed the tutors themselves at school, also some of their classmates who are not tutors, one teacher of tutors and one teacher, kindergarten, who received tutors, and two staff members. Rather than report what individuals told me, I will try to make summary statements and to include two views where they existed and make comments that, in which my judgment is involved, but based entirely on the information I received from these interviews.

Everyone was asked if he felt that the tutorial project should continue or be discontinued and the reasons for it. Everyone I talked to favored continuing it, except for those people, of course, who were unfamiliar with it. These were some of the parents or brothers and sisters of the children who didn't know that a particular child was tutoring. But the ones who were familiar with the program favored continuation of it. In determining why, I got a variety of reasons. Parents said that there had been changes in their children, that their school work had improved, that the child had a new sense of pride, and that the parents themselves were proud to have their children working in the program. The tutors, themselves, almost unanimously agreed that the greatest single value was that they now had an opportunity to be of help to someone, that they were important, that they were needed, and that tutoring was an opportunity for them to do this. The teachers, both sending and receiving, indicated that the program had favorable reactions, and that the program provided valuable experiences for their students. Even the non-tutors, classmates of tutors, who were not in the project, favored continuation; they want to participate sometime and see it as a privilege, a great opportunity.

One question did arise frequently concerning the manner in which this privilege should be extended or removed when granted after a child has been a tutor, whether or not any of his actions might result in his being deprived of the privilege. It's a difficult question because there would be a tendency, as indicated by the teachers, to use this as a weapon -- if you don't behave, you can't tutor -- and yet, the non-tutors themselves feel that the tutors should be models of behavior, and should be above average in academics, and that it isn't fair for students who are doing poorly in school or who are discipline problems for example, to be allowed to tutor. There's also a question of whether everyone should be given the experience and if having failed, let's say, to perform adequately as tutors, whether or not any more time should be spent with these students.

In interviewing parents, I found that there was a lack of communication in several cases. The only information the parents had about the program was whatever the child volunteered, and just as a suggestion. I think that if a short film or video tape could be made of the various activities that tutors engage in, brief interviews with sending teachers, receiving teachers and tutors themselves, that this could be shown either to an assembled group or better still over educational television or even a regular station some time, so that as many parents as possible could become familiar with the aims and results of the tutorial program. Nearly every home, I think every home that I visited, had a television set and if told that some of the children from Pacoima will be on a program and perhaps some of their own children that nearly all of these people would tune in.

It's obvious from the home interviews that the parents are keenly interested in their children's progress in school and the beneficial effects of this program which should certainly be disseminated to both parents and others whose children may be in the project later. I asked everyone I interviewed what changes they had seen in the children who are tutors. From the parents came the response that they had noticed that they no longer had a problem of getting the children to do their school work, that they were no longer having trouble with their grades. From the tutors themselves, they nearly all said that they now understand how a teacher feels, they understand how a student feels, and that they are more understanding of the teaching/learning process. One curious thing that came up again and again, from the tutors, was that they said that one of the gains was that the things that they had missed in kindergarten or first grade came up and they had to learn them for the first time. Such things as alphabetical order, number concepts, reading, singing, memorizing, etc., and particularly the rules of behavior and how much of a problem is created when the learner is not attending. Nearly all of the tutors learned this from being teachers for awhile. When I asked if they thought the classes could get along without them, they said no, that they needed them now, that there were things that they couldn't do in class when they were without tutors being present and this gives them a feeling of being needed, being important and this is verified by the teachers that I interviewed. One or two said that they didn't really like to tutor, but it was a chance to get out of class.

In answer to my question, "How would you change it to make it better?", I got suggestions from everyone, except the parents. The tutors want more time to work out their problems, they feel rather rushed, to make up some of the work that they miss in their own classes, and some of their teachers, while not demanding that they make it up, really expect them to have covered it sometime, without the class, without additional help. It was clearly obvious that one of the greatest needs is to allow for time for the tutors to confer with the receiving teacher, to confer with their own teacher, for the receiving teacher to talk to the sending teacher, and certainly for more opportunities to talk to parents. No special provision seems to have been made for this. The project appears to have been put in on top of everything else. The common suggestion is that there is a need for more opportunities to confer with all the parties involved. There is a need for more training time for tutors. Whatever the training is that tutors receive, no one felt that it was adequate, and it has to be a continuous program and time made available for it. The effects and results are great enough to go to the trouble of rescheduling some of these things and making time available for them.

I learned from these interviews that perhaps some students should not be tutors, but some who are tutors are able to perform certain tutoring tasks, and that someone needs to spend some time making these decisions as to who's to teach and what they are to teach. This suggests that the selection of materials (teaching materials) could be the basis for (1) the training program for the tutors, for differentiation of tasks, to determine which tasks some tutors perform better than others, and it would help the teacher make assignments and so on. This would also be an exportable portion of the project, something that could be sent elsewhere with the ideas for developing a tutorial system.

I got indications that a couple of goals were not reached during this year. One is this of tangible results or a tangible product that can be examined and one can say this is what we produced this year. Another is that the community involvement which really didn't get off of the ground, that there were efforts made and everyone worked hard at it, but someone needs to look at the procedures and find ways of bringing the parents into the Project better or more effectively.

I was unable to determine, also, because I did not interview the people who could tell me, whether or not the kindergarten children want the tutors, want the older students to help them. One of their teachers indicates that when the tutors are not there that they are missed. I would have pursued this in more depth, but I wasn't able to talk to the youngsters. The other is how the administration feels about the tutorial project, whether it is an added burden to their already heavy stack or whether it's something that they would fight to keep. I would be interested in determining that.

From my interviews with the tutors, I think that I found that the attitude of the sending teacher shapes the attitudes of the tutors from her room. There was a marked contrast between two groups that I interviewed and one group received almost daily encouragement from their teacher and inquiries about their problems and suggestions for that. The other case, tutors from another room, the teacher was not negative about it, but apparently did not take too much interest in the task that the tutors had to do and did not help them in any way. Perhaps this points out the need for more thorough training for teachers who send and receive tutors and, of course, this again points up the need for more time being made available. I know that this is a severe problem, but the success of the Project depends on these things being done and the time being allotted to them.

I'm not able to determine how much help the kindergarten children received from the tutors. Most of my interviewing searched for the effects on the tutors themselves, on the tutors' work in school, at home, and the general value of the tutorial project to the children who were doing the work. I would have to get this information concerning the value to the kindergarten child from their teachers. I'd be willing to say that as long as the younger children were not adversely effected in any way, and I don't see how they could be, that the program was well worth continuing just for the sake of the tutors. In my judgment, the Project has been successful and should be continued even if no changes were made, but I think that some of the changes needed to make a better tutorial program are the same changes that are needed to make a better program even where no tutors are involved. It could be that tutors could make the difference in a revised curriculum, particularly as we go into more and more individualized instruction, more and more into the use of automated instruction. The tutors could be the ones who train the younger children to manipulate the teaching machines. All in all, the future of a tutorial program seems very bright to me.

EVALUATION TEAM MEMBER 3

Sputnik, the 1954 Supreme Court's decision desegregating public schools, and more recently the "war on poverty" have compelled serious attention to be devoted to the organization and delivery of education. Currently, the issues of increasing concern involve reform, relevance, and responsiveness -- all of which relate to demands for a sense of community that defines a restructuring of the role in today's society. The changes required in the role of the school also have implicit changes in the roles of students, teachers, administrators as well as members of the community. Along these lines, the Tutorial Community Project is illustrative.

The discussion to follow is confined to the community involvement aspect of TCP. Data used were obtained from interviews of representatives of the TCP staff and community residents. Other data were obtained through observations in and around the school. Within these parameters, the greatest value of this report will be in the extent to which it supports findings from other members of the evaluation panel. Conversely, the use of certain social psychological guidelines should be helpful in furthering the development of the project, especially in the matter of patterns of interaction among and between the various people involved.

One of the most impressive findings was the total agreement that the concept of TCP was not only good, but it has the potential for bringing about the kind of changes necessary for Pacoima Elementary School to achieve the expectations of the community. Issues related to project implementation, acceptance by the administration, teachers and community, progress achieved, quality of personnel involved and considerations were for the most part quite diverse. However, these were common themes of sufficient depth and latitude to pinpoint a degree of specificity. In the matter of community involvement, there was little disagreement about the need for more creative ways to inform and to engage parents and interested citizens in the school through the project.

Without regard to priority, the following needs were recognized:

(1) Begin to build trust through learning the language of the subcultural groups that are reflected in the community. Parents feel so threatened by that they will often use poor English language facility and their personal appearance as reasons for not attending meetings.

(2) Involve various members and segments of the community in planning and implemental activities. Response from parents ranges from indifference to suspiciousness due to the high incidence of past disappointments around school matters. It is, therefore, quite important to develop a social climate where it is felt solutions to problems are not only possible but can be best achieved through collaborative effort.

(3) Begin to establish more direct, person-to-person contact with people in the community. There is the rather entrenched feeling that with few individual exceptions school personnel and project staff members do not have a deep appreciation for the existing patterns of community life and are not particularly interested in enhancing the social environment as a source of security, support and significance for the people who live there. Under these conditions, it is difficult to build a sense of common identity.

(4) Begin to construct provisional involvement with the project staff among school personnel. The activities to date have had a selectivity about them that has not been fully understood through the school faculty and staff. The impression gained was that not enough teachers who are convinced that no change is necessary are involved in the Project. Those who are unconvinced should be involved so that the facts speak for themselves. While this approach may seem to invite trouble, it has the advantage of establishing and maintaining relationships and mutual trust between those who at the outset disagree about the need for changes, but whose support is necessary for the success of the project.

(5) Mobilize representative groups through providing ways and means for action, especially in the search for school or community data and possible solutions to problems. As one responded, "You see the same old tired faces all the time giving out stale ideas. They are out of touch with the real happenings."

(6) Begin to act on the need for restructuring and re-definition of staff roles and expectations in a forthright, clear cut manner. The acceptance of ambivalance has presented the school administration as being defensive, inadequate, insecure, inexperienced and insincere. There appears to be a need for the magnitude of the project to be recognized and the opportunity for an accepting, supportive climate to be developed where negative consequences can be anticipated and dealt with. A recognition of the stress created by the project might be more helpful than to confront the staff with dedication and commitment. There is spill over in this area for the project staff also where there are differences in role perception between the junior staff and those of the senior.

(7) Work to change the attitudes held by the school staff and administration. Many of the respondents felt that the school was more obstructionistic then supportive as far as achieving the goals of the project, except where some individuals saw the project as a means for personal gain. At best, the degree of acceptance of TCP was considered as the opportunity to make the school a showcase. A part of this situation stems from differences in opinion about what TCP is all about on the part of teachers, parents and other community people.

(8) Begin to develop a network of communications schemes with parents and teachers, between teachers and project staff and among those groups. There should be the fullest possible use of a variety of techniques for conveying information in a clear simple communication of facts.

(9) Begin to clearly specify and circulate the criteria by which tutors are selected. Some considerable questioning was raised about possible maltreatment of tutors by teachers, and how tutors are able to make up the work missed while tutoring.

(10) Begin to involve those ethnic minority group parents who express a strong need for their children to identity with their ethnic heritage. There would seem to be definite implications for art, music and social studies classes as well as a vehicle for involving parents in building curricula.

(11) Begin to evaluate the encounter groups with respect to the use of audio-visual aids and the effect of these experiences in furthering productivity of the project.

EVALUATION TEAM MEMBER 4

TCP has done an excellent job of involving school administration and teachers. The prime administrator of Pacoima Elementary School has highly praised the Tutorial Community Project and has worked closely with it. This is also true of many of the teachers not only in the sixth grade and kindergarten. There has been a communication; there have been encounters; and there has been a perceptible progress in this particular area.

The communication between TCP, school administration and faculty apparently is free flowing. The drawback is that it has been at the expense of the community. It was said on page three of TCP's progress report of July 1, 1968 that they did not want to become another group of outside experts who come into the Pacoima community with good ideas yet remain indeed apart within the community. Yet TCP has not had extensive or intensive meetings with the community since the project began nor has it indeed fully informed the community of the experimental project in its midst. Therefore TCP, like other outside experts, is suspect. The attitude of the community toward TCP is not one of acceptance. It is one of limited tolerance of yet another agency studying black and brown minorities and trying, to supposedly, help "those minorities".

There have been no encounter groups dealing with this project involving community leaders, nor has there been workable solutions dealing with parents of tutors. The parents of tutors are very uncertain as to the positive aspects of the Tutorial Community Project for the simple reason that they have not been informed. Very simply, if TCP does not within the next year make a concentrated effort to become an intrical part of the community, it will cease to be an effective program in the community. Simply, because people have become rather leary of being told that they are being helped when they can't see where the help is coming from or what goals "this help has in mind".

I would venture to add that TCP would never be allowed to endure seven years under the pressures concerning the community school and its autonomy within the community. If TCP doesn't become a very important part of this community and if it doesn't call community meetings, if it does not have direct communication with parents, if it does not allow itself to become a working resource for the community, then it, too, would be expendable along with the many other agencies that are currently working in the black and brown communities.

I can well understand TCP's hesitation. It is much easier to deal with administration and faculty which is closer to being one's contemporary as opposed to dealing with "the people" you and your contemporary's affect. That sentiment, although understandable, must be replaced by a positive attitude and, regretably, we don't have much time to establish such an attitude. The reason for that being the feeling tone of the community because of past experience with again outside agencies.

I would suggest that encounter groups be set up with kindergarten teachers, TCP and parents of kindergarten children. I would next suggest encounter groups to be set up with sixth graders, parents, and sixth grade teachers.

My next suggestion would be that community meetings of an educational nature be implemented at Pacoima Elementary School to explain the TCP project to the community and possibly to get volunteers who would be interested in seeing this community project become successful.

EVALUATION TEAM MEMBER 5

In my interviewing of some of the tutors, I asked them some questions about tutoring and they told me they had learned something from teaching and helping the kindergarteners. They felt there were certain points that kindergarteners knew that they, themselves, didn't; if they wanted to tutor them, they had to read certain books before talking to them. Because of this, they learned something, too. But, of course, they felt that they had contributed more to the kindergarteners learning than the kindergarteners helped them. I think that this is very good and it surprised me some to hear this from sixth graders.

A suggestion was, which I think would be good, if a fifth or sixth grade class, as a whole, could go to a kindergarten class and instead of certain tutors that were assigned (two tutors a day) could get together as a whole and tutor. Alternate as to the things they did, it would be a good way of not only the tutors to get a good background as tutors, but the class to get the benefit of this. Also, it would help the class, as a whole, and the kindergarteners, because if once a week they had more tutors, it would help them all that much more.

Also, in my interviewing, I interviewed one particular boy. I found that he thought he learned a lot from the kindergarteners. He improved in his reading grade, and, on the whole. Interviewing the other tutors, I felt that each one of them felt that they had improved their grades in one way or another. As it was now, his reading grade had gone down because as a tutor he was not used to individualized reading with the kindergarteners. And also on the viewpoint of the tutors, they felt that their teachers were cooperative and liked them teaching because the kindergarten teachers and the sixth and fifth grade teachers both felt that this was very useful and it helped both classes. Also, from another point of view from another tutor, he said he liked to be a tutor so he could help kindergarten children so when they got to his grade they would know how to do things better and as it was he felt they had improved and especially had helped them, and himself, very much in his reading. He also gave me one suggestion which I thought was very good. It really only related to his afternoon tutoring because he said in his tutoring class there were only two tutors in one room and he said this was not enough because all the children wanted to ask him questions at the same time and he would never get around to them because everyone was raising their hand. He felt that at least two or three more tutors would be of much more help and they would learn more, because as it was, he couldn't help them all.

Another point of view from one of the young ladies, a tutor, was that she felt she had improved in her spelling because she got a special privilege, as a tutor, to take her spelling book home. She did better in spelling and she enjoyed very much her working with the children. She felt that she helped them very much and she likes the program just as it is. She felt there was the right amount of tutors and there was enough reward because her teacher told her that she enjoyed having her as a tutor and that she was doing a very good job. Also, she felt that the kindergarteners liked to be tutored and that the other tutors working with her enjoyed being tutors.

On the whole, from interviewing the tutors, I felt that there was not really many suggestions I could give in this field because when I interviewed them I felt that they knew what was happening, they knew what their jobs were, and there was really no problem involved except with a couple of tutors they had to fire. I felt that that the tutors had learned something from the experience. I think that the tutors felt that it was a good program because it was challenging and they felt rewarded because the little children loved them. This made the tutors feel good because it gave them a sense of usefulness.

In my interviewing with one kindergarten teacher, she felt the school was on a very rigid schedule and this handicapped the concept of flexible schedule which is a necessity in the tutoring concept. She expressed concern over the fact that some tutors were missing part of their recess and lunch time. This is a result of bell scheduling. She suggested that if her room and the room sending tutors were on the same schedule it would ease some of the problem. The current schedule causes some tutors to be late.

Another kindergarten teacher felt that what she did was very time consuming and she had to be more organized, which, I think was one of her hang-ups. She felt that there were not really very many problems with this project. She was very comfortable with it and thought that if continued like this for six more years that she would be satisfied. She also was concerned with the lack of time for planning. She said that her job now demanded more planning time because she had to plan for eight tutors as well as her own plans. But aside from this, I got the distinct impression that she was very much in favor of this program.

From another teacher's point of view, she felt that things weren't just right as they were and there were some things, but not very many, that had to be changed in this program. She felt she needed more time to train tutors which, I think, meant if she could have them a little earlier or more free time out of class. Aside from this, though, she felt quite challenged with this program, the encounters and in the tutoring. She felt you could be quite creative and you could do your own thing. The encounters were a way of building in freedom for the children. Also, they could do their own thing which I thought was very good since you do have to start with the kindergarteners.

One suggestion -- I know that this is a program striving for a tutorial community, but I don't think that the community is very much involved, at least I haven't heard that much from parents because I really haven't talked to them. I feel that meetings, I don't know how often, but meetings with parents, as a whole, in the auditorium could improve relations with each other and make this a much more successful tutorial community project. Also, I feel there is a need for teachers holding encounters to be more prepared so it could be an effective encounter amongst the children with their ideas. It is always necessary to let the children express themselves as to how they feel about the program, but, of course, with the teacher as a moderator or as the head of this or maybe a tutor. This is, I think, one of the things that we haven't done except to have interviews with the tutors. The children might have some suggestions as to how to better it and what they do or don't like about it. This might help them and, of course, help the project.

APPENDIX D

GENERAL TUTORING PLAN
FOR
SECOND SEMESTER, 1968-1969

GENERAL TUTORING PLAN

I. Orientation Training and Supervision of Independent Activities

A. Fifth Graders (First Group)

1. Selected by own teacher - four per class.
   Criteria: Initial tutors should be leader types.
2. Receive introduction to tutoring from tutor-trainer; 3-5 days, 30 minutes per day.
   a. Purposes, types of tutoring.
   b. General procedures for working with a learner.
   c. Role playing with tutor-trainer.
   d. Role playing with each other.
   e. TCP staff serves as tutor-trainer at first. School personnel takes over at later date. School person should be designated early so he can keep informed of developments.
3. Kindergarten teacher informs class of tutors - role of tutors.
4. Kindergarten teacher introduces tutors to class.
5. Tutors supervise independent activities - 1-2 weeks.
6. Kindergarten teacher meets with tutors:
   a. On first tutoring day, to explain supervision of independent activities.
   b. Weekly, to review past week's work and to plan for the next week's work.
   c. Weekly, for tutors and teachers to discuss performance and problems.
   d. On-the-spot, to train tutors on specific activities and procedures.
7. Additional training by tutor-trainer, when necessary.

B. Fifth Graders (Second Group)

1. Follow similar steps as fifth graders - First Group.

    a. Selected by own teacher - four per class.

    b. Receive introduction to tutoring.

    c. Kindergarten teacher introduces tutors to class, after first group is functioning smoothly.

    d. Kindergarten teacher meets with tutors - first day, weekly, on-the-spot.

2. Supervise independent activities - 2 weeks.

C. Evaluation of Tutors

1. By tutor-trainer at end of training.

2. By teacher, during supervision of independent activities. Use a standard rating form.

II. Tutoring for Specific Instructional Objectives. Kindergarten teachers see and react to materials and procedures prior to implementation.

A. Fifth Graders (First Group)

Inexperienced tutors on initial objectives:

1. Receive training on specific objectives from tutor-trainer - 1 week.

    a. Purpose, materials, procedures.

    b. Demonstration by tutor-trainer.

    c. Role playing with trainer.

    d. Role playing with each other.

2. Tutors observe demonstration by kindergarten teacher in front of whole class, or part of class, as appropriate.

3. Practice tutoring with kindergarten learners - 1 week.
    a. One tutor, one-two learners.
    b. Kindergarten teacher observes practice tutoring.
4. Kindergarten teacher meets with tutors:
    a. At end of practice tutoring, to make recommendations.
    b. On-the-spot, to deal with specific problems.
    c. Weekly conferences.

Experienced tutors with new objectives and materials:

1. Similar to prior objectives.
    a. Demonstration by kindergarten teacher in front of whole class.
    b. Tutors receive materials for review on own.
2. Different from prior objectives.
    a. Tutor receives training from tutor-trainer as necessary.

B. Fifth Graders (Second Group)

1. Receive training on specific objectives - 1 week.
    a. One at a time. Released from supervision of independent activities.
    b. Trained by tutor-trainer.
    c. Later, fifth graders trained by experienced tutors.
2. Practice tutoring, under observation of experienced tutor and kindergarten teacher - 1 week.

C. Evaluation of Tutors

III. On-Going Tutoring

A. Types of Tutoring

1. Supervision of independent activities.
2. Tutoring for specific objectives.
3. Tutors alternate between the two types.

B. Assignment of Individual Learners to Tutors*

1. Each tutor is assigned three-four learners in one class.
2. Kindergarten teacher and tutor-trainer make assignments, based on strengths and weaknesses of tutors that were observed during training, and based on kindergarten teacher's knowledge of kindergarten learners.

*Assignment of a tutor to work individually with one or two learners over an extended period of time is expected to facilitate (1) establishment of personal relationship between tutor and learner; (2) tutor-kindergarten teacher communication concerning specific learners; (3) record keeping by learner and tutor and training and supervision of same by teacher; (4) compatible matching of tutors and learners.

C. Testing of Learners

1. Tutor pre-tests his own learners for each specific objective, before beginning tutoring for that objective.
2. Tutor tests his own learners for mastery of an objective, whenever the tutor feels the learner is ready.
3. When necessary, an especially designated tutor will administer mastery tests, to take load off a tutor.

D. Record Keeping

1. At first, records kept by kindergarten teacher, so that tutors do not become overloaded.
2. When tutors have had experience and are comfortable with tutoring, the tutors and learners will keep own record of progress on prepared forms.

IV. Suggested Activities in Sending Class

A. Teacher-tutors weekly conference.

B. Tutors share experience with class. Teacher and tutors discuss problems with class, and solicit class suggestions.

C. Tutors bring kindergarten children to fifth grade class to meet older students and tell what they do together.

D. Tutors post pictures of kindergarten students in class.

E. Sending teacher integrates with English by relating writing assignments to tutoring (e.g., tutors may keep daily log -- highlights, not detailed)

F. Sending teacher exchanges class for an hour with kindergarten teacher. Kindergarten teacher explains kindergarten program, schedule, materials; tells what kindergarten children are like and what goals of kindergarten year are; solicits and answers questions.

G. Half of fifth and one-half of kindergarten class exchange students for one-one tutoring involving all fifth graders.

H. Sending teacher may supervise training of tutor by other tutor on specific objectives and materials.

V. Schedule - (All Tutors are Fifth Graders)

Week 1
- a. Group 1 tutors selected
- b. Group 1 tutors receive orientation training

Week 2
- a. Group 1 tutors supervise independent activities.
- b. Group 2 tutors selected.
- c. Group 2 tutors receive orientation training.

Week 3
- a. Group 1 tutors receive training on specific objectives.
- b. Group 2 tutors supervise independent activities.

Week 4
- a. Group 1 tutors tutor for specific objectives.
- b. Group 2 tutors supervise independent activities.

Week 5 a. Group 1 tutors supervise independent activities.

b. Group 2 tutors receive training on specific objectives.

Week 6 a. Group 1 tutors supervise independent activities.

b. Group 2 tutors tutor for specific objectives.

Week 7 a. Tutoring and supervision on-going with eight tutors for each kindergarten class. Each tutor assigned to three-four kindergarten learners.

APPENDIX E

DEFINITIONS OF KINDERGARTEN OBJECTIVES

MATHEMATICS OBJECTIVES

1. Point to Geometric Shapes

Given a page containing twelve geometric shapes (three each of circle, square, rectangle, and triangle in random order), and given a verbal instruction to indicate all examples of a specified shape, the student will point to all three specified shapes. All four shapes will be evaluated.

2. Say Names of Geometric Shapes

Given a page containing twelve geometric shapes (three each of circle, square, rectangle, and triangle in random order), and given a verbal instruction to say the name of an indicated shape, the student will say the appropriate name. All twelve shapes will be indicated; the student must name all twelve correctly.

3. Point to Numerals

Given a set of five numerals (from zero to ten), and given a verbal instruction to point to a particular numeral in the set, the student will point to the designated numeral. All eleven numerals will be evaluated; the composition of each set will be determined randomly.

4. Say Names of Numerals

Given a set of five numerals (from zero to ten), and given a verbal instruction to say the name of an indicated numeral, the student will say that numeral's name. All eleven numerals will be evaluated; the composition of each set will be determined randomly.

5. Count Ten Objects

Given a collection of fifteen small discs, and given a verbal instruction to count out ten objects, the student will count out a subset of ten objects.

LANGUAGE ARTS OBJECTIVES

1. Point to Lower-Case Letters

   Given the 26 letters of the alphabet, in lower-case letters and in random order, and given a verbal instruction to point to a specified letter, the student will point to that letter. All 26 letters will be evaluated, in random order.

2. Say Names of Lower-Case Letters

   Given the 26 letters of the alphabet, in lower-case letters and in random order, and given a verbal instruction to say the name of an indicated letter, the student will say that letter's name. All 26 letters will be evaluated, in random order.

3. Point to Capital Letters

   Given the 26 letters of the alphabet, in capital letters and in random order, and given a verbal instruction to point to a specified letter, the student will point to that letter. All 26 letters will be evaluated, in random order.

4. Say Names of Capital Letters

   Given the 26 letters of the alphabet, in capital letters and in random order, and given a verbal instruction to say the name of an indicated letter, the student will say that letter's name. All 26 letters will be evaluated, in random order.

5. Content Questions on Rhymes

   Given a picture illustrating a nursery rhyme, and given the title of the rhyme, the student will answer three of five questions pertaining to the context of the rhyme. The following rhymes will be evaluated: Hey, Diddle Diddle; Humpty Dumpty; Peter, Peter, Pumpkin Eater; Little Miss Muffett; Jack and Jill. Context questions will be of the who, what, when, why, and where type.

6. Retell Rhymes

Given a picture illustrating a nursery rhyme, and given the title of the rhyme, the student will recite the rhyme, committing only minor errors. The following rhymes will be evaluated: Hey, Diddle, Diddle; Humpty Dumpty; Peter, Peter, Pumpkin Eater; Little Miss Muffett; Jack and Jill. The only prompt will be the first line of the rhyme.

7. Content Questions on Folk Stories

Given a picture illustrating a folk story, and given the title of the story, the student will answer three of five questions pertaining to the content of the story. The following stories will be evaluated: The Three Bears; The Gingerbread Man; The Three Little Pigs; The Little Red Hen; The Town Mouse and the Country Mouse. Content questions will be of the who, what, when, why, and where type.

8. Retell Folk Stories

Given a picture illustrating a folk story, and given the title of the story, the student will retell the story, giving the basic plot, putting major events in correct sequence, and naming important characters. The following stories will be evaluated: The Three Bears; The Gingerbread Man; The Three Little Pigs; The Little Red Hen; The Town Mouse and the Country Mouse. The only prompt will be, "And then what happened?"

9. Content Questions on Novel Story

Given a novel story of no more than 10 sentences, read to him once, the student will answer three of five questions pertaining to the content of the story. Questions will be of the who, what, when, why, where type.

MISCELLANEOUS OBJECTIVES

1. Recognize Own First Name

   Given five cards, each containing the first name of a child including his own, and given a verbal instruction to point to his name, the student will point to the card containing his name.

2. Write Own First Name

   Given a piece of lined primary paper and a pencil, and given a verbal instruction to write his first name, the student will print his first name, forming each letter correctly.

3. Point to Basic Colors

   Given a page of nine differently colored circles, and given a verbal instruction to point to a specified color, the student will point to the circle of that color. The following colors will be evaluated: brown, black, white, green, red, blue, yellow, orange, purple.

4. Say Names of Colors

   Given a page of nine differently colored circles, and given a verbal instruction to say the name of a designated color, the student will say that color's name. The following colors will evaluated: brown, black, white, green, red, blue, yellow, orange, purple.